

# Focus on GRAMMAR

# 1

WITH MYENGLISHLAB

THIRD EDITION



LMS



Irene E. Schoenberg  
Jay Maurer

ALWAYS LEARNING

PEARSON

## FOCUS ON GRAMMAR 1: An Integrated Skills Approach, Third Edition

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# WELCOME TO *FOCUS ON GRAMMAR*

Now in a new edition, the popular five-level *Focus on Grammar* course continues to provide an integrated-skills approach to help students understand and practice English grammar. Centered on thematic instruction, *Focus on Grammar* combines controlled and communicative practice with critical thinking skills and ongoing assessment. Students gain the confidence they need to speak and write English accurately and fluently.

## NEW for THIS EDITION

### VOCABULARY

Key vocabulary is highlighted, practiced, and recycled throughout the unit.

### PRONUNCIATION

Now, in every unit, pronunciation points and activities help students improve spoken accuracy and fluency.

### LISTENING

Expanded listening tasks allow students to develop a range of listening skills.

### UPDATED CHARTS and NOTES

Target structures are presented in a clear, easy-to-read format.

### NEW READINGS

High-interest readings, updated or completely new, in a variety of genres integrate grammar and vocabulary in natural contexts.

### NEW UNIT REVIEWS

Students can check their understanding and monitor their progress after completing each unit.

### MyFocusOnGrammarLab

An easy-to-use online learning and assessment program offers online homework and individualized instruction anywhere, anytime.

### Teacher's Resource Pack

One compact resource includes:

**THE TEACHER'S MANUAL:** General Teaching Notes, Unit Teaching Notes, the Student Book Audioscript, and the Student Book Answer Key.

**TEACHER'S RESOURCE DISC:** Bound into the Resource Pack, this CD-ROM contains reproducible Placement, Part, and Unit Tests, as well as customizable Test-Generating Software. It also includes reproducible Internet Activities and PowerPoint® Grammar Presentations.

## THE FOCUS ON GRAMMAR APPROACH

The new edition follows the same successful four-step approach of previous editions. The books provide an abundance of both controlled and communicative exercises so that students can bridge the gap between identifying grammatical structures and using them. The many communicative activities in each Student Book provide opportunities for critical thinking while enabling students to personalize what they have learned.

- **STEP 1: GRAMMAR IN CONTEXT** highlights the target structures in realistic contexts, such as conversations, magazine articles, and blog posts.
- **STEP 2: GRAMMAR PRESENTATION** presents the structures in clear and accessible grammar charts and notes with multiple examples of form and usage.
- **STEP 3: FOCUSED PRACTICE** provides numerous and varied controlled exercises for both the form and meaning of the new structures.
- **STEP 4: COMMUNICATION PRACTICE** includes listening and pronunciation and allows students to use the new structures freely and creatively in motivating, open-ended speaking and writing activities.

### Recycling

Underpinning the scope and sequence of the *Focus on Grammar* series is the belief that students need to use target structures and vocabulary many times, in different contexts. New grammar and vocabulary are recycled throughout the book. Students have maximum exposure and become confident using the language in speech and in writing.

### Assessment

Extensive testing informs instruction and allows teachers and students to measure progress.

- **Unit Reviews** at the end of every Student Book unit assess students' understanding of the grammar and allow students to monitor their own progress.
- Easy to administer and score, **Part and Unit Tests** provide teachers with a valid and reliable means to determine how well students know the material they are about to study and to assess students' mastery after they complete the material. These tests can be found on MyFocusOnGrammarLab, where they include immediate feedback and remediation, and as reproducible tests on the Teacher's Resource Disc.
- **Test-Generating Software** on the Teacher's Resource Disc includes a bank of *additional* test items teachers can use to create customized tests.
- A reproducible **Placement Test** on the Teacher's Resource Disc is designed to help teachers place students into one of the five levels of the *Focus on Grammar* course.

## COMPONENTS

In addition to the Student Books, Teacher's Resource Packs, and MyLabs, the complete *Focus on Grammar* course includes:

**Workbooks** Contain additional contextualized exercises appropriate for self-study.

**Audio Program** Includes all of the listening and pronunciation exercises and opening passages from the Student Book. Some Student Books are packaged with the complete audio program (mp3 files). Alternatively, the audio program is available on a classroom set of CDs and on the MyLab.

# THE FOCUS ON GRAMMAR UNIT

*Focus on Grammar* introduces grammar structures in the context of unified themes. All units follow a **four-step approach**, taking learners from grammar in context to communicative practice.

## STEP 1 GRAMMAR IN CONTEXT

This section presents the target structure(s) in a natural context. As students read the **high-interest texts**, they encounter the form, meaning, and use of the grammar. **Before You Read** activities create interest and elicit students' knowledge about the topic. **After You Read** activities build students' reading vocabulary and comprehension.

**UNIT 11** Simple Present: Yes / No Questions  
SHOPPING FOR ELECTRONICS

**STEP 1 GRAMMAR IN CONTEXT**

**Before You Read**

*PAIRS: Name one electronic device (TV, DVD player, cell phone, computer) that you have and one you don't have but want to get.*

**Read**

*Read the conversation.*

AMANDA: Uh... Steve, that TV is pretty old. **Do you need** a new one? **Do you want** a flat screen TV?

STEVE: No, I don't think so. This old TV works very well.

AMANDA: How about a smart phone? **Do you want** a smart phone? Josh and I use our smart phones all the time.

STEVE: Not really. Why?

AMANDA: There's a huge sale at Goodbuys. It starts today.

STEVE: Goodbuys? **Do you mean** the store on Main Street?

AMANDA: Uh-huh. Everything is 30 percent off. They have some great deals.\*

STEVE: I don't need anything. People have too many things.

AMANDA: Well, what about Jessica? **Does she need** anything? **Does she have** a GPS? They're really helpful. **Do** Tim, Jeremy, or Ben **want** anything?

STEVE: I don't know. Amanda, why are you telling me about Goodbuys? **Do you work** there?

AMANDA: Actually, I do. I'm a new manager.

STEVE: Really? That's great. Wait a second. **Do they fix** things?

AMANDA: Yes, they do. The service department is great.

STEVE: Well, that sounds good. My radio doesn't work.

AMANDA: Uh... Steve. Is that the radio?

STEVE: Yes.

AMANDA: Steve! That radio is older than all of our technicians. I'm not sure they can fix it.

\*great deals: things you can buy at a very low price

98 UNIT 11

Engaging **readings and conversations** present the grammar in realistic contexts.

**Vocabulary exercises** improve students' command of English. Vocabulary is **recycled** throughout the unit.

**After You Read**

**A | Practice PAIRS:** Practice the opening conversation.

**B | Vocabulary** Listen and repeat the words. Write new words in a notebook.

VOCABULARY

**C | Vocabulary PAIRS:** Tell about an electronics store near your school. What do they sell? Do they have great deals? Do they fix things?

EXAMPLE: Electronics Plus is near our school. It's on 86th Street. They sell TVs, computers, and other electronics. They have great deals. They don't have a service department.

**D | Comprehension** Look again at the opening conversation. Write **Yes**, **No**, or **I don't know**.

- Does Steve work at Goodbuys? No
- Does Steve want a new TV? \_\_\_\_\_
- Do Amanda and Josh like their flat screen TV? \_\_\_\_\_
- Does the sale start tomorrow? \_\_\_\_\_
- Do they have a service department at Goodbuys? \_\_\_\_\_
- Does Steve want to go to Goodbuys? \_\_\_\_\_
- Does Steve have a new radio? \_\_\_\_\_

Simple Present: Yes / No Questions 99

**Reading comprehension tasks** focus on the meaning of the text and draw students' attention to the target structure.

## STEP 2 GRAMMAR PRESENTATION

This section gives students a comprehensive and explicit overview of the grammar with detailed **Grammar Charts** and **Grammar Notes** that present the form, meaning, and use of the structure(s).

Grammar Charts present the structure in a clear, easy-to-read format.

Grammar Notes give concise, simple explanations and examples to ensure students' understanding.



Additional Notes provide information about spelling, common errors, and differences between spoken and written English.

### STEP 2 GRAMMAR PRESENTATION

#### PAST OF BE: AFFIRMATIVE STATEMENTS

Affirmative Statements	
<b>was</b>	<b>were</b>
I <b>was</b> at a movie last night. He <b>was</b> at home. She <b>was</b> at the gym. It <b>was</b> hot.	We <b>were</b> at a birthday party yesterday. You <b>were</b> great in the play. You and Ryan <b>were</b> both wonderful. They <b>were</b> at the soccer game.

#### PAST OF BE: NEGATIVE STATEMENTS

Negative Statements	
<b>was not</b>	<b>were not</b>
I <b>was not</b> at home last night. He <b>wasn't</b> at a movie. She <b>wasn't</b> at the library. It <b>wasn't</b> cold yesterday.	We <b>were not</b> at home last night. You <b>weren't</b> in class yesterday. They <b>weren't</b> at the library yesterday.

#### YES / NO QUESTIONS

Yes / No Questions	Short Answers	
	Affirmative	Negative
Was I right?	Yes, you <b>were</b> .	No, you <b>weren't</b> .
Was he at home?	Yes, he <b>was</b> .	No, he <b>wasn't</b> .
Was she at the game?	Yes, she <b>was</b> .	No, she <b>wasn't</b> .
Was it cold yesterday?	Yes, it <b>was</b> .	No, it <b>wasn't</b> .
Were we right?	Yes, you <b>were</b> .	No, you <b>weren't</b> .
Were you at home?	Yes, I <b>was</b> .	No, I <b>wasn't</b> .
Were they at the game?	Yes, they <b>were</b> .	No, they <b>weren't</b> .

60 UNIT 7

#### GRAMMAR NOTES

- Use the **present progressive** to talk about an action that is **happening now**.  
  - The president **is talking**. I'm **listening** to her.
- Use a form of **be** + the **verb + -ing** to form the present progressive.  
**NOTE:** If the base verb ends in **-e**, drop the **-e** and add **-ing**.  
**NOTE:** If the base verb is one syllable and it ends in **consonant + vowel + consonant**, **double the last consonant**. Then add **-ing**.  
**Exceptions:** Do not double the last consonant if it is **w, x, or y**.  
  - I **am listening**. (listen)
  - She **is talking**. (talk)
  - He **is writing**. (write)
  - She **is running**. (run)
  - They're **sitting**. (sit)
  - We're **shopping**. (shop)
  - We're **growing** tomatoes.
  - He's **fixing** his computer.
  - She's **playing** ball.
- We often use **contractions** in speaking and informal writing.  
  - He's **playing** cards.
  - I'm **reading**.
  - They're **smiling**.
- Use a form of **be + not** + the **verb + -ing** for **negative statements**.  
**NOTE:** There are two contractions for **is not** and **are not**.  
  - I'm **not wearing** a hat.
  - Jeremy **isn't talking**. (He's not talking.)
  - Annie and Ben **aren't reading**. (They're not reading.)
- Be, have, like, need, and want** are **non-action (stative) verbs**. We usually use these verbs in the **simple present**, not the present progressive.  
**NOTE:** Look at Units 10 and 11 for more practice with these verbs.  
  - Alli **is** a lawyer.  
 Nor: Alli ~~is being~~ a lawyer.
  - Septi **likes** apples.  
 Nor: Septi ~~is liking~~ apples.
  - Bob **doesn't have** a car.  
 Nor: Bob ~~isn't having~~ a car.
- When you want to connect **one subject** with **two verbs**, use **is** or **are** + a form of **be**.  
  - He's **eating and watching** TV.  
 Nor: He's eating and is watching TV.

## STEP 3 FOCUSED PRACTICE

Controlled practice activities in this section lead students to master form, meaning, and use of the target grammar.

Discover the Grammar activities develop students' recognition and understanding of the target structure before they are asked to produce it.

### STEP 3 FOCUSED PRACTICE

#### EXERCISE 1: Discover the Grammar

Read the sentences. Underline the six **yes / no** questions. Then match the questions and the answers.

- Do you want a TV?
  - Do these TVs cost \$1,000?
  - Does that TV have a warranty?
  - Do you deliver?
- Yes, we do, but there's a \$50 charge. Do you have a big car? We can help you get it in.
  - Yes, we do. Our old TV doesn't work.
  - Yes, it does. It comes with a 90-day warranty.
  - No, they cost \$850. They're on sale. Do you like them? They're very popular.

#### EXERCISE 2: Do or Does

(Grammar Note 1)

Complete the conversations. Use **Do** or **Does** and the correct words from the box.

cost ~~know~~ like live mean need use

- A: Do you know a good electronics store?  
B: Yes, I do. I get all my electronics at Goodbuys.
- A: \_\_\_\_\_ that smart phone \_\_\_\_\_ a lot?  
B: No, it's not expensive.
- A: \_\_\_\_\_ I \_\_\_\_\_ a case for my phone?  
B: No, but it's a good idea to get one.
- A: \_\_\_\_\_ she \_\_\_\_\_ near Goodbuys?  
B: Yes, she does. Her home is close to the electronics store.
- A: \_\_\_\_\_ Amanda \_\_\_\_\_ her job?  
B: Yes. She likes it a lot.
- A: \_\_\_\_\_ Josh and Amanda \_\_\_\_\_ their smart phones to read email?  
B: Yes, they do. They use their phones for a lot of things.
- A: \_\_\_\_\_ "fix" \_\_\_\_\_ "repair"?  
B: Yes, it does.

Simple Present: Yes / No Questions 101

A variety of exercise types engage students and guide them from recognition and understanding to accurate production of the grammar structures.

#### EXERCISE 4: Editing

There are six mistakes in the conversation. The first mistake is already corrected. Find and correct five more mistakes.

- JUDY: Who was on the phone?  
MARK: My cousin, Francisco.  
JUDY: How old ~~has~~ he?  
MARK: Twenty-five.  
JUDY: Where he from?  
MARK: São Paulo.  
JUDY: Is he a writer like you?  
MARK: No. He a musician. He plays the guitar.  
JUDY: He cute?  
MARK: Yes, he is. He looks like me.  
JUDY: Does he has a girlfriend?  
MARK: Yes, he do.  
JUDY: That's too bad.

122 UNIT 13

An **Editing** exercise ends every Focused Practice section and teaches students to find and correct typical mistakes.

# STEP 4 COMMUNICATION PRACTICE

This section provides practice with the structure in **listening** and **pronunciation** exercises as well as in communicative, open-ended **speaking** and **writing** activities that move students toward fluency.

**Listening activities** allow students to hear the grammar in natural contexts and to practice a range of listening skills.

## STEP 4 COMMUNICATION PRACTICE

### EXERCISE 5: Listening

- A) Judy is telling Mark about a new friend. Listen and answer the questions about Judy's friend Olivia.
1. What does Olivia do? \_\_\_\_\_
  2. Where is she from? \_\_\_\_\_

B) Listen again. Complete the paragraph about Olivia. Then circle her in the picture.

She's average height and \_\_\_\_\_ weight. She has \_\_\_\_\_ hair. It's very \_\_\_\_\_. She's a \_\_\_\_\_ saxophone \_\_\_\_\_.



**EXPANDED!**

### EXERCISE 6: Pronunciation

A) Read and listen to the Pronunciation Note.

**Pronunciation Note**  
The /h/ sound: /h/ is a breathing sound. The /h/ sound is sometimes dropped in the words *he, his, her, have, and has* when they are unstressed inside a sentence. The /h/ sound is not dropped when those words start a sentence or are in short answers.

B) Listen to the /h/ sound in the underlined words. Then listen again and repeat.  
His hair is black. I think he's sad.  
Last week his hair was gray. Her husband is 40 years old.  
He's a happy man. I don't know he's husband.

C) Listen and repeat. Practice with a partner.  
A: Is he tall? A: What's his last name?  
B: Yes, he is. B: His last name is Kim.  
A: When does her concert start? A: Give him the tickets.  
B: Her concert starts at 9:00. B: Where is he?

Simple Present: Be and Have 123

**Pronunciation Notes** and **exercises** improve students' spoken fluency and accuracy.

**Speaking activities** help students synthesize the grammar through discussions, debates, games, and problem-solving tasks, developing their fluency.

### EXERCISE 7: Describe People

Work with a partner. Describe one of the people in Exercise 5 to your partner. Your partner points to the person. Take turns.

### EXERCISE 8: Writing

A) Write a description of a famous person. Use the vocabulary from the unit. Use **be** and **have**.

Personal Information	
Country, Age	
Height: average height, tall, short	
Weight: average weight, thin, heavy	
Hair color: black, dark brown, light brown, red, blond, gray	
Eye color: brown, black, blue, green, hazel, gray	
Marital status: single, married, divorced	
Occupation: actor, athlete, political leader, musician, singer, scientist, writer, TV star	

EXAMPLE: (Meryl Streep) She's from New Jersey in the United States. She's in her 60s. She's tall and average weight. She has blond hair and blue eyes. She's married. She's the star of many movies, including *Doubt*, *Sophie's Choice*, *Silkwood*, *Mamma Mia*, and *Out of Africa*. Some say she's the greatest American actress living today.

B) Check your work. Use the Editing Checklist.

Editing Checklist
Did you use . . . ?
<input type="checkbox"/> vocabulary from the unit
<input type="checkbox"/> <b>be</b> and <b>have</b> correctly
<input type="checkbox"/> correct spelling

C) **GROUPS:** Each student describes the person *he* or *she* wrote about. Do not tell the name. The others in the group guess the person.

124 UNIT 13

**Writing activities** encourage students to produce meaningful writing that integrates the grammar structure.

An **Editing Checklist** teaches students to correct their mistakes and revise their work.

**NEW!**

**Unit Reviews** give students the opportunity to check their understanding of the target structure. **Answers** at the back of the book allow students to monitor their own progress.

## UNIT 11 Review

Check your answers on page UR-1.  
Do you need to review anything?

---

### EXERCISE A

Match the questions and answers.

1. Do you have a flat screen TV?	a. Yes, they do.
2. Do they fix radios?	b. No, I don't.
3. Does Josh have a smart phone?	c. Yes, he does.
4. Does this car have a GPS?	d. No, it doesn't.

---

### EXERCISE B

Write **yes / no** questions. Use **do** or **does** and the words in parentheses. Then answer the questions.

1. (Steve's radio / work)  
A: \_\_\_\_\_  
B: No, \_\_\_\_\_
2. (the store / have radios)  
A: \_\_\_\_\_  
B: Yes, \_\_\_\_\_
3. (Tim and Jeremy / work at Goodbuys)  
A: \_\_\_\_\_  
B: No, \_\_\_\_\_

---

### EXERCISE C

Correct the conversation. There are five mistakes.

A: Does you want to go to the park today?  
B: Sorry. I need to get a gift for my sister. Do you  
A: Sure. Does she likes music? CDs are a good gift.  
B: No, she don't.  
A: Well, does she like books?  
B: Yes, she is. Thanks. That's a great idea!

106 Unit 11 Review: Simple Present: Yes / No Questions

**NEW!**

## FROM GRAMMAR TO WRITING

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### PART I USING This is / These are; SINGULAR AND PLURAL NOUNS

Write a Description

- 1 Take a photograph or draw a picture of your favorite room in your home. Write about five things. Say something about each thing. Use **this is / these are** with singular and plural nouns. Follow the model.

MODEL

This is an armchair. It's soft. It's my favorite chair. It's in my living room.  
These are my lamps. They're from my parents. They're beautiful.

- 2 Exchange papers with a partner. Did your partner follow directions and the model? Correct any mistakes in grammar and spelling.
- 3 Talk to your partner. Discuss the mistakes you made. Then rewrite your own paper and make any necessary changes.

---

### PART II USING THE PRESENT OF Be; QUESTIONS

Write Questions

- 1 Email a friend. Ask your friend four questions about his or her English class. Choose from the question words in the box. Follow the model.

Are Is What Where Who

MODEL

Hi Françoise,  
I hope your classes are good.  
Who's your new teacher? Where is your class? Are your classmates friendly?  
Are your classes interesting?  
I'm at work now, but I finish soon. Are you free for coffee at five o'clock?  
Abby

FG-1

# SCOPE AND SEQUENCE

UNIT	READING	WRITING	LISTENING	SPEAKING	PRONUNCIATION	VOCABULARY
<b>1</b> page 2 <b>Grammar:</b> <i>This is / These are;</i> Subject Pronouns <b>Theme:</b> An Apartment	A monologue: Self-Introduction	Sentences about people in photos	A conversation about students and a teacher	<i>Pair / Group Activity:</i> Introductions  <i>Class Discussion:</i> Photos of family or friends	<i>This or these</i>	a family, parents, father, mother, children, son, daughter, husband, wife, brother, sister, big, small, on the left, in the middle, on the right
<b>2</b> page 10 <b>Grammar:</b> Singular and Plural Nouns; Proper Nouns; <i>A</i> and <i>An</i> <b>Theme:</b> Things in the Kitchen	A conversation: Things in the kitchen	Sentences about things in a classroom	A conversation about a restaurant	<i>Group Activity:</i> Things in the home from A to Z  <i>Memory Game:</i> Naming and remembering things in the home	Syllables and stress	a refrigerator, an egg, an apple, an orange, a pineapple, a knife, a fork, a spoon, a glass, an oven, a chicken, a stove, a pot, a counter, a muffin, a banana
<b>3</b> page 20 <b>Grammar:</b> Present of <i>Be:</i> Statements <b>Theme:</b> Meeting People	A conversation: Meeting visitors to a city	Sentences about your city	A meeting between a chef and a student	<i>Class Discussion:</i> Your classroom  <i>Pair Discussion:</i> The city you are in	Full forms and contractions	clean, dirty, delicious, awful, friendly, unfriendly, popular, unpopular, great, good, bad, terrible, expensive, reasonable, cheap
<b>4</b> page 30 <b>Grammar:</b> <i>That is / Those are;</i> Possessive Adjectives <b>Theme:</b> Sightseeing in Seattle	A conversation: Sightseeing	Sentences about a photo of a place in your town	A conversation about children	<i>Pair Activity:</i> Suggestions about leisure activities  <i>Game:</i> Identifying students' possessions	<i>Your / you're; its / it's; their / they're</i>	a building, a camera, a park, a movie theater, a concert hall, a coffee shop, shapes
<b>5</b> page 38 <b>Grammar:</b> Present of <i>Be:</i> <i>Yes / No</i> Questions; Questions with <i>Who</i> and <i>What</i> <b>Theme:</b> A Wedding	A conversation: People at a wedding	<i>Yes / no</i> questions and <i>who</i> and <i>what</i> questions for an interview	A conversation about family and friends	<i>Pair Discussion:</i> Occupations  <i>Pair Activity:</i> Questions about classmates  <i>Game:</i> Identifying famous people	Intonation in <i>yes / no</i> questions and questions with <i>who</i> and <i>what</i>	married, single, a writer, a travel agent, a nurse, a dentist, a teacher, a student, a clerk, a police officer, a mechanic, a cashier
<b>6</b> page 48 <b>Grammar:</b> Present of <i>Be:</i> <i>Where</i> Questions; Prepositions of Place <b>Theme:</b> Giving Addresses	Emails: The address of a party	Sentences about the locations of places in your neighborhood	A conversation about directions and locations	<i>Group Activity:</i> Locations in a building  <i>Pair Activity:</i> Locations in a neighborhood	Syllable stress in <i>-teen</i> and <i>-ty</i> numbers	a supermarket, a gym, a library, an apartment building, first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth
<b>7</b> page 58 <b>Grammar:</b> Past of <i>Be:</i> Statements, <i>Yes / No</i> Questions <b>Theme:</b> Movies and Other Pastimes	A conversation: An evening at the movies	Sentences about a movie, a play, a concert, or a game	Messages on a telephone answering machine	<i>Pair Activity:</i> Questions about past activities  <i>Pair Discussion:</i> Leisure activities	<i>Was or wasn't; were or weren't</i>	alone, asleep, awake, funny, scary, interesting, boring, exciting
<b>8</b> page 68 <b>Grammar:</b> Past of <i>Be:</i> <i>Wh-</i> Questions <b>Theme:</b> Travel and Leisure Activities	A conversation: A vacation	Sentences about your last vacation	A conversation about two friends' weekends	<i>Pair Activity:</i> Clarifying unclear statements  <i>Group / Class Activity:</i> Asking where students have visited	<i>Wh-</i> question words	a vacation, a tour, a guide, the weather, sunny, windy, cloudy, rainy, hot, warm, cool, cold, freezing

UNIT	READING	WRITING	LISTENING	SPEAKING	PRONUNCIATION	VOCABULARY
<b>9</b> page 78 <b>Grammar:</b> Imperatives <b>Theme:</b> Giving Directions	A conversation: Finding a restaurant	Directions to a place near your school	A conversation between students about places in a building	<i>Group Activity:</i> Making requests <i>Pair Activity:</i> Giving directions using a map	/ɪ/ ( <i>bit, hit</i> ) or /i/ ( <i>beat, heat</i> )	a gas station, a restaurant, a bus stop, a truck, a sign, empty, turn left, turn right, walk, drive, park, at the corner
<b>10</b> page 87 <b>Grammar:</b> Simple Present: Statements <b>Theme:</b> Likes and Dislikes	A conversation: A brother	True statements about yourself	A conversation between strangers on a train	<i>True or False:</i> Deciding whether sentences are true or false	Third-person singular present verb endings	look like, surf the Internet, a magazine, a novel, a newspaper, a blog, Arabic, Chinese, English, French, Portuguese, Russian, Spanish, Swahili
<b>11</b> page 98 <b>Grammar:</b> Simple Present: <i>Yes / No</i> Questions <b>Theme:</b> Shopping for Electronics	A conversation: Electronic devices	Questions about electronic devices	A conversation about a gift for a grandmother	<i>Pair Activity:</i> <i>Yes / no</i> questions <i>Group Discussion:</i> Classmates' answers to questions	Stress on important words	a flat screen TV, a computer, a smart phone, a GPS, a service department, a manager, fix, 30 percent off
<b>12</b> page 107 <b>Grammar:</b> Simple Present: <i>Wh-</i> Questions <b>Theme:</b> Cross-Cultural Differences	A conversation: Cross-cultural differences	Questions for a visitor from another country	A conversation about getting to work	<i>Pair Activity:</i> <i>Wh-</i> questions <i>Information Gap:</i> Meanings of words	Sentence stress	go to bed early, stay up late, get up, take off your shoes, have breakfast, start work, have lunch, have dinner
<b>13</b> page 117 <b>Grammar:</b> Simple Present: <i>Be</i> and <i>Have</i> <b>Theme:</b> Describing People	A conversation: A student's appearance	A description of a famous person	A conversation describing a musician	<i>Pair Activity:</i> Describing people from a picture	The /h/ sound	tall, average height, short, thin, average weight, heavy, pregnant, wavy black hair, curly red hair, straight blond hair, dark brown hair, light brown hair
<b>14</b> page 126 <b>Grammar:</b> Simple Present with Adverbs of Frequency <b>Theme:</b> Habits	A conversation: Habits and health	<i>Yes / no</i> questions about habits	A conversation between a grandmother and her grandson	<i>Pair Discussion:</i> Your habits	The /r/ sound	fast food, broccoli, carrots, vegetables, green beans, fish, rice, donuts, meat, sweets, potatoes
<b>15</b> page 136 <b>Grammar:</b> Present Progressive: Statements <b>Theme:</b> A Friend from Long Ago	An email: To an old friend	Present progressive sentences about photos	A conversation about photos	<i>Pair Activity:</i> Comparing statements about yourselves	The /l/ sound	wear, sit, watch, smile, text, play cards, stand
<b>16</b> page 147 <b>Grammar:</b> Present Progressive: <i>Yes / No</i> Questions <b>Theme:</b> Babysitting	A conversation: Babysitting	Present progressive <i>yes / no</i> questions about a cartoon	A conversation about what children are doing	<i>Class Game:</i> Pantomiming activities	The /tʃ/ and /ʃ/ sounds	babysit, help someone with homework, get a haircut, cut someone's hair, make a mess, worry, celebrate an anniversary, around five o'clock



UNIT	READING	WRITING	LISTENING	SPEAKING	PRONUNCIATION	VOCABULARY
<b>17</b> page 156 <b>Grammar:</b> Present Progressive; <i>Wh-</i> Questions <b>Theme:</b> Ways of Traveling	A conversation: A brother	An email to ask about a friend's visit to a foreign country	A conversation about present activities	<i>Picture Discussion:</i> Describing famous places	Intonation in <i>yes / no</i> and <i>wh-</i> questions	by car, by bus, by train, by subway, by metro, by plane, by bicycle, by boat
<b>18</b> page 166 <b>Grammar:</b> Possessive Nouns; <i>This / That / These / Those</i> <b>Theme:</b> Clothing	A conversation: Looking good for an important event	A paragraph about birthday celebrations	A conversation about a dinner	<i>Picture Differences:</i> Two pictures of students <i>Class Game:</i> Identifying owners of various items	The pronunciation of the <i>'s</i> in possessive nouns	a tie, a sports jacket, slacks, dress shoes, go well with
<b>19</b> page 176 <b>Grammar:</b> Count and Non-count Nouns; <i>Some</i> and <i>Any</i> <b>Theme:</b> Food	Interviews: Eating habits	A short composition about your favorite food or favorite dish	A conversation in a restaurant	<i>Pair Discussion:</i> Food likes and dislikes <i>Class Discussion:</i> Favorite foods	Plural noun endings	a bagel, a cup of coffee, fruit, cereal, candy, yogurt, a sandwich, salad, a slice of toast
<b>20</b> page 187 <b>Grammar:</b> <i>A / An</i> and <i>The</i> ; <i>One / Ones</i> <b>Theme:</b> Shopping for Clothes	A conversation: Shopping for clothing	Sentences about what is wrong in a picture	A conversation about going to a concert	<i>Picture Discussion:</i> Clothing likes and dislikes	<i>A</i> and <i>an</i>	fit, a sale, try on, two sizes, bright, dull, formal, casual
<b>21</b> page 196 <b>Grammar:</b> <i>Can / Can't</i> <b>Theme:</b> Abilities	A conversation: Students' problems in school	Sentences about special abilities of someone you know well	A conversation about dealing with school problems	<i>Find Someone Who:</i> Classmates able to do activities from a list <i>Find Someone Who:</i> Classmates able to do pictured activities	<i>Can</i> and <i>can't</i> : reductions and full forms	a team, a coach, a star, an idea, pass, fluent, sounds like a plan
<b>22</b> page 208 <b>Grammar:</b> Simple Past: Regular Verbs (Statements) <b>Theme:</b> Business Trips	Email messages: A business trip	Sentences about yourself as a child	Phone messages	<i>True or False:</i> Guessing which sentences are false	Regular simple past verb endings	a hotel, check in, check out, a convention, a presentation, arrive, stay, enjoy, miss
<b>23</b> page 218 <b>Grammar:</b> Simple Past: Regular and Irregular Verbs; <i>Yes / No</i> Questions <b>Theme:</b> A Biography	A conversation: A student composition	A short biography about a famous person	A school interview with a foreign student	<i>Class Activity:</i> Past <i>yes / no</i> questions <i>Class Activity:</i> Reporting interesting answers to the <i>yes / no</i> questions	Reduction of <i>did + /y/</i>	be born, pick, act, move, give up, injure, die
<b>24</b> page 228 <b>Grammar:</b> Simple Past: <i>Wh-</i> Questions <b>Theme:</b> A Car Accident	Conversations: A car accident	A conversation about something that happened on the way to school	A conversation about paying for damage to a car	<i>Pair Activity:</i> Interviewing each other about your past	Contracting <i>did</i> after <i>wh-</i> questions	an accident, headlights, a bumper, an auto repair shop, a dent, slippery

UNIT	READING	WRITING	LISTENING	SPEAKING	PRONUNCIATION	VOCABULARY
<b>25</b> page 238 <b>Grammar:</b> Subject and Object Pronouns <b>Theme:</b> Gifts and Favors	A conversation: A gift for a boss	Sentences about a time you gave a gift that made someone happy	A conversation about gifts for family members	<i>Pair Discussion:</i> Gifts for family and friends	Stress to clarify corrections	flowers, chocolates, a ride, tickets, a DVD, a gift certificate
<b>26</b> page 247 <b>Grammar:</b> <i>How much / How many</i> ; Quantity Expressions <b>Theme:</b> A trip to the Galápagos Islands	A conversation: A trip to Ecuador	Sentences about a trip to an interesting place	A news broadcast	<i>Group Activity:</i> Questions about spending habits	/dz/ and /y/ sounds	an island, the capital, an animal, a plant, a flight, only
<b>27</b> page 257 <b>Grammar:</b> <i>There is / There are</i> <b>Theme:</b> Describing Places	A conversation: A visit to Mt. Rushmore	Sentences about a favorite place	A conversation between travelers	<i>Group Game:</i> Remembering what people are packing for a trip	<i>There are / they are; there aren't / they aren't</i>	a drugstore, a bed-and-breakfast, a national park, a snack bar, a monument, a waterfall, an amusement park, a traffic jam
<b>28</b> page 268 <b>Grammar:</b> Noun and Adjective Modifiers <b>Theme:</b> Personal Characteristics	Personal ads	An answer to a personal ad	A conversation describing a classmate	<i>Group Activity:</i> Describing people with adjectives from a list of opposites  <i>Pair Activity:</i> Describing materials and fabrics of classroom items	Reduction of <i>and</i>	fun-loving man, honest man, artistic woman, personal ads, spy movies, chemistry professor, computer science major
<b>29</b> page 278 <b>Grammar:</b> Comparative Adjectives <b>Theme:</b> Planning a Get-Together	A conversation: Planning a party	A paragraph comparing two people	A conversation between a grandmother and grandson about his classes	<i>Group Activity:</i> Comparing people and things	The <i>th</i> sounds /ð/ and /θ/	a list, an invitation, entertainment, a game, snacks, pop music, beverages, desserts
<b>30</b> page 288 <b>Grammar:</b> Prepositions of Time: <i>In, On, At</i> <b>Theme:</b> Leisure Activities	A conversation: Inviting someone to a party	A short letter describing a party	A telephone conversation about a trip	<i>Group Activity:</i> Questions about activities using frequency adverbs	/æ/ and /ɑ/	have a barbecue, play volleyball, go shopping, go to a play, a two-story house, be free, of course, look forward to
<b>31</b> page 298 <b>Grammar:</b> Future with <i>Be going to</i> : Statements <b>Theme:</b> Sporting events	A conversation: A soccer game	A paragraph about something you are going to do in the future	A conversation at a soccer game	<i>Memory Game:</i> What students are going to take on a trip to the Olympics	<i>Going to</i> : reductions and full form	basketball, baseball, football, soccer, hockey, swimming, skiing, gymnastics, running
<b>32</b> page 307 <b>Grammar:</b> Future with <i>Be going to</i> : Questions <b>Theme:</b> Career Plans and Goals	A conversation: A career change	An email about a friend's new job	Two conversations about someone who is going to have a baby	<i>Pair / Class Activity:</i> Questions about what people in a picture are going to do	/b/ and /v/	a producer, national TV, a big part, awesome, a program, the news

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I. E. S. and J. K. M.

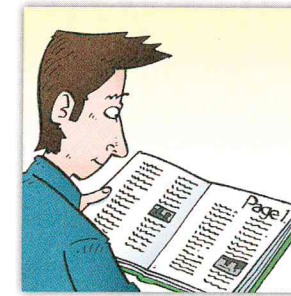
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### EXERCISE 1: In Class

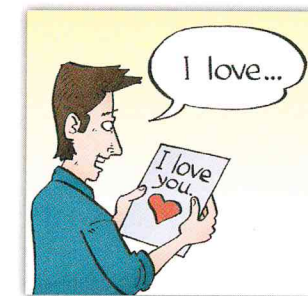
Listen and read. Listen again and repeat.



Look at page 1.



Listen to the CD.



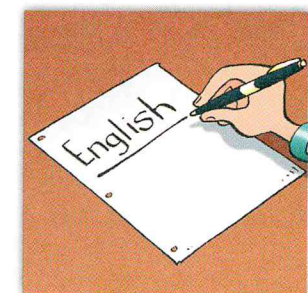
Read the sentence.



Write the word *English*.



Circle the word *English*.



Underline the word *English*.



Ask a question.

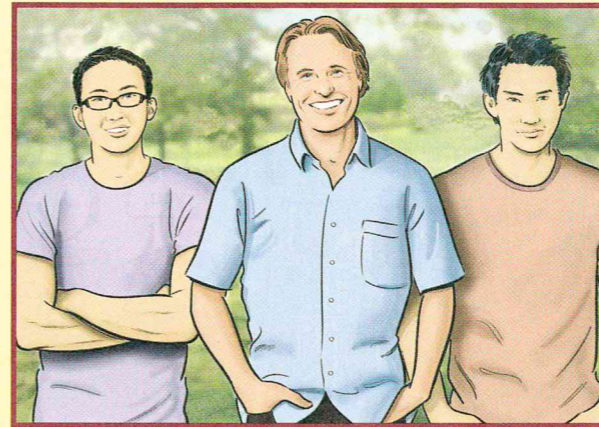


Answer the question.

### EXERCISE 2: Working Together

*PAIRS: Student A, read a sentence from Exercise 1. Student B, point to the sentence. Take turns.*

# *THIS IS / THESE ARE; SUBJECT PRONOUNS; NOUNS*



UNIT	GRAMMAR FOCUS	THEME
1	<i>This is / These are; Subject Pronouns</i>	An Apartment
2	Singular and Plural Nouns; Proper Nouns; A and An	Things in the Kitchen

# This is / These are; Subject Pronouns

## AN APARTMENT

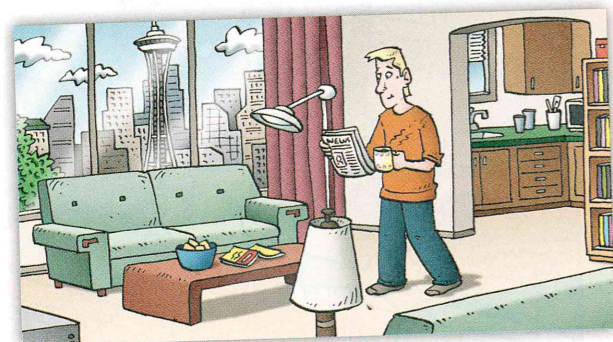
### STEP 1 GRAMMAR IN CONTEXT

#### Before You Read

PAIRS: Look at the pictures. Point and name things you see.

#### Read

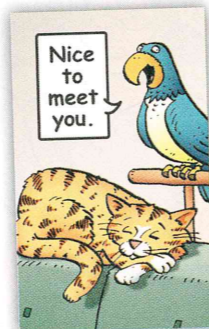
Read about Steve Beck.



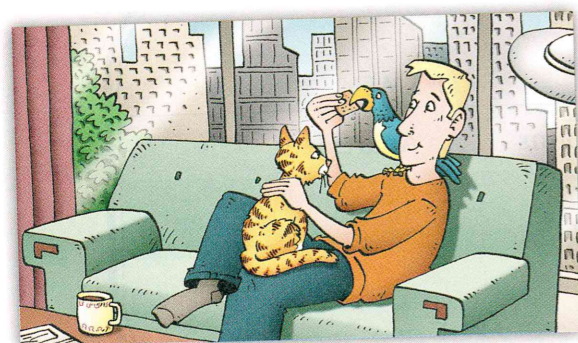
Hi. I'm Steve Beck. **This is** my apartment in Seattle. **It's** small but comfortable.



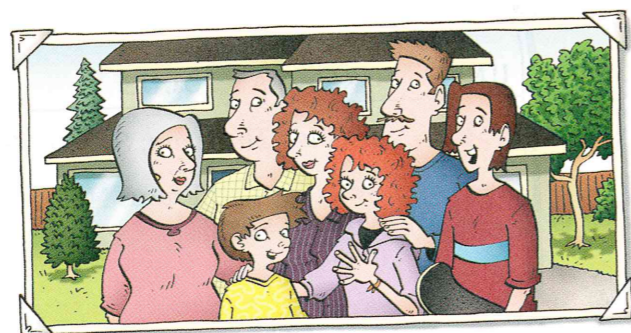
**These are** my CDs. **They're** classical and jazz. **This is** my guitar.



**These are** my pets, Pam and Kip. **They're** wonderful. Pam is eight years old and can talk. Kip is two years old.



**We** like our apartment. **We're** happy here.



I have a great family. **These are** my parents on the left. **This is** my sister Jessica in the middle, with her husband and children.

#### After You Read

A | Practice PAIRS: Practice the opening reading. Each person reads about one picture.

B | Vocabulary Listen and repeat the words. Write new words in a notebook.

VOCABULARY

A Family

husband      wife

brother      sister

big                      small

on the left      in the middle      on the right

C | Vocabulary Match the words and meanings.

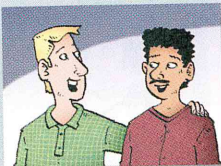



- |  |   |
|--|---|
| <p><u>  e  </u> 1. <b>children</b></p> <p><u>      </u> 2. <b>father and mother</b></p> <p><u>      </u> 3. <b>an apartment</b></p> <p><u>      </u> 4. <b>pets</b></p> <p><u>      </u> 5. <b>classical and jazz</b></p> <p><u>      </u> 6. <b>in the middle</b></p> | <p>a. in the center</p> <p>b. a place to live</p> <p>c. types of music</p> <p>d. parents</p> <p><u>  e  </u> son and daughter</p> <p>f. animals in the home</p> |
|--|---|

D | **Comprehension** Look again at the opening reading. Write T (True) or F (False).

- F 1. Steve Beck's apartment is big.  
 \_\_\_ 2. Steve's CDs are classical and rock.  
 \_\_\_ 3. Kip is eighteen years old.  
 \_\_\_ 4. Steve is happy.  
 \_\_\_ 5. Steve's sister is a mother.

## STEP 2 GRAMMAR PRESENTATION

### THIS IS / THESE ARE

Singular	Plural
<p><b>This is</b> my friend Pedro.</p> 	<p><b>These are</b> my friends Maria and Pedro.</p> 
<p><b>This is</b> my seat.</p> 	<p><b>These are</b> our seats.</p> 
<p><b>Is this</b> your seat?</p>	<p><b>Are these</b> your seats?</p>

### SUBJECT PRONOUNS

Subject Pronouns	Example Sentences
I	I'm Steve Beck.
you	Hi, Maria. How are <b>you</b> ?
he	<b>He's</b> a teacher.
she	<b>She's</b> a reporter.
it	This is my apartment. <b>It's</b> in Seattle.
we	The apartment is small, but <b>we're</b> happy here.
you	Hi, Mom and Dad. How are <b>you</b> ?
they	<b>They're</b> wonderful.

### GRAMMAR NOTES

1	Use <b>this is</b> to introduce or talk about <b>one</b> person or thing <b>near</b> you.	<ul style="list-style-type: none"> <li>• <b>This is</b> my friend Pedro.</li> <li>• <b>This is</b> my seat.</li> </ul>
2	Use <b>these are</b> to introduce or talk about <b>two or more</b> people or things <b>near</b> you.	<ul style="list-style-type: none"> <li>• <b>These are</b> my friends Maria and Pedro.</li> <li>• <b>These are</b> our seats.</li> </ul>
3	Use <b>Is this</b> and <b>Are these</b> to ask questions.	<p><b>Is this</b> your cat? Yes, it is.  <b>Are these</b> your books? No, they aren't.</p>
4	<p><b>I, you, he, she, it, we, you,</b> and <b>they</b> are <b>subject pronouns</b>. They replace a subject noun.</p> <p>Use <b>contractions</b> (short forms) with pronouns in speaking and informal writing.</p> <p><b>NOTE:</b> Use <b>it</b> or <b>he</b> or <b>she</b> to talk about an animal.</p>	<ul style="list-style-type: none"> <li>• <b>Pam and Kip</b> are my pets. <b>They're</b> wonderful.</li> <li>• <b>Kip</b> is my cat. <b>He's</b> smart.</li> <li>• I am = <b>I'm</b></li> <li>• you are = <b>you're</b></li> <li>• he is = <b>he's</b></li> <li>• she is = <b>she's</b></li> <li>• it is = <b>it's</b></li> <li>• we are = <b>we're</b></li> <li>• they are = <b>they're</b></li> <li>• <b>It's</b> a big cat! OR <b>He's</b> a big cat! OR <b>She's</b> a big cat!</li> </ul>

## STEP 3 FOCUSED PRACTICE

### EXERCISE 1: Discover the Grammar

Match the sentences.

- |                                   |                                  |
|-----------------------------------|----------------------------------|
| <u>b</u> 1. These are my parents. | a. He's my cat.                  |
| ___ 2. These are my pets.         | <u>b</u> 7. They're on the left. |
| ___ 3. This is my apartment.      | c. She's my sister.              |
| ___ 4. This is Jessica.           | d. They're smart and wonderful.  |
| ___ 5. This is Kip.               | e. They're classical and jazz.   |
| ___ 6. These are my CDs.          | f. It's in Seattle.              |

## EXERCISE 2: This and These

(Grammar Notes 1–3)

Complete the sentences. Circle the correct answer. Use **this** or **these**.

1. **This / These** are my photos.
2. **This / These** is my mother.
3. **This / These** are my sisters.
4. **This / These** is my father.
5. **This / These** is my apartment.
6. **This / These** are my friends.
7. **Is this / these** your cat?
8. **Are this / these** your keys?

## EXERCISE 3: Subject Pronouns

(Grammar Note 4)

Complete the passage with **I, you, he, she, it, we, or they**.

This is Judy Johnson. She<sup>1.</sup> 's a student at the University of Washington. Judy and her roommate, Elena, live in an apartment. \_\_\_\_\_<sup>2.</sup> like it.

\_\_\_\_\_ 's small but nice.

Judy's parents telephone her sometimes: "Are \_\_\_\_\_ OK?"

"Yes, \_\_\_\_\_ am."

"How are your classes?"

"\_\_\_\_\_ 're good, and \_\_\_\_\_ like Seattle a lot."

Judy is in Steve Beck's journalism class at the university. Everyone likes Steve. "\_\_\_\_\_

all think \_\_\_\_\_ 's a very good teacher," Judy says.



## EXERCISE 4: Editing

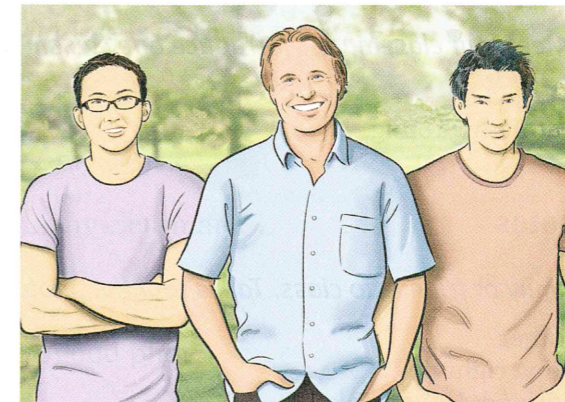
There are five mistakes in the conversations. The first mistake is already corrected. Find and correct four more mistakes.

1. A: This is my friend Pedro.  
B: Hi, Pedro.
2. A: This are my brothers.  
B: Hello. Nice to meet you.
3. A: This my partner, Ahmed.  
B: Hi, Ahmed.
4. A: Is these your books?  
B: No, they not.

## STEP 4 COMMUNICATION PRACTICE

### EXERCISE 5: Listening

- A** Listen to the conversation. Write the names **Mr. Singer, Hai, and Yuan** under the people in the picture.



- B** Listen again. Complete the sentences. Circle the correct letter.

1. Mr. Singer is a \_\_\_\_\_.  
a. teacher  
b. student
2. Mr. Singer is from \_\_\_\_\_.  
a. the United States  
b. Canada
3. Hai and Yuan are \_\_\_\_\_.  
a. friends  
b. brothers
4. Hai and Yuan are from \_\_\_\_\_.  
a. Canada  
b. China

### EXERCISE 6: Pronunciation

- A** Listen to the sentences. Then listen again. Check (✓) **This** or **These**.

- |    | This                                | These                    |    | This                     | These                    |    | This                     | These                    |
|----|-------------------------------------|--------------------------|----|--------------------------|--------------------------|----|--------------------------|--------------------------|
| 1. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 3. | <input type="checkbox"/> | <input type="checkbox"/> | 5. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | <input type="checkbox"/>            | <input type="checkbox"/> | 4. | <input type="checkbox"/> | <input type="checkbox"/> |    |                          |                          |

- B** PAIRS: Say a sentence, **a** or **b**. Your partner points to the correct sentence.

1. a. This is my friend.      b. These are my friends.
2. a. These are my photos.      b. This is my photo.
3. a. These are our tickets.      b. This is our ticket.
4. a. This is my sister.      b. These are my sisters.
5. a. Is this your key?      b. Are these your keys?



## EXERCISE 7: Introduce Yourself

A | **PAIRS:** Read the conversation. Take turns.

A: I'm Steve Beck.

B: Nice to meet you, Steve. I'm Sally Johnson.

A: Nice to meet you too.

B | **Walk around the classroom. Meet four classmates. Introduce one classmate to the class.**

EXAMPLE: This is my classmate, Eun Young.

## EXERCISE 8: Talk about Photos

**GROUPS:** Bring photos of your family or friends to class. Talk about the photos.

EXAMPLE: A: Is this your mother?

B: Yes. She's in Lima right now.

C: This is my boyfriend. He's in Tokyo.

D: These are my friends. So-Young is on the right, and Ho-Jin is on the left.

## EXERCISE 9: Writing

A | **Write four sentences about the people in the photos from Exercise 8. Use This is or These are and subject pronouns.**

EXAMPLE: This is my friend Miryam. She's from Istanbul. She's 21 years old. She's a student at Istanbul University

B | **Check your work. Use the Editing Checklist.**

### Editing Checklist

Did you use . . . ?

**This is** or **These are** and subject pronouns correctly

correct spelling

# UNIT 1 Review

Check your answers on page UR-0.

Do you need to review anything?

## EXERCISE A

Complete the sentences with **This is** or **These are**.

1. \_\_\_\_\_ my daughter.

2. \_\_\_\_\_ my sons.

3. \_\_\_\_\_ my classmate.

4. \_\_\_\_\_ my apartment.

5. \_\_\_\_\_ good photos.

## EXERCISE B

Complete the sentences with **He, She, It, We, or They**.

1. My daughter is a student. \_\_\_\_\_ is smart.

2. My son is in Seattle. \_\_\_\_\_ is a reporter.

3. My apartment is small. \_\_\_\_\_ is near the university.

4. My photos are in my book. \_\_\_\_\_ are family photos.

5. My father and I are in Seattle. \_\_\_\_\_ are happy.

## EXERCISE C

Complete the sentences. Circle the correct words.

1. **This is / These are** my parents.

2. **This is / Is this** your cat?

3. **We / We're** reporters.

4. **Is / Are** these your CDs?

5. **I / I'm** happy to be in this class.

## STEP 1 GRAMMAR IN CONTEXT

## Before You Read

A | Make a list of seven things in a kitchen. Use your dictionary or ask your teacher for help.

EXAMPLES: a refrigerator, an oven, an apple . . .

B | GROUPS: Compare your lists.

## Read

🗣️ Judy and Elena are roommates. Elena is an English language student from Brazil. They're in the kitchen. Read the conversation.

ELENA: Judy, what's this called in English?

JUDY: It's a **toaster**.

ELENA: A **toaster**? T-O-A-S-T-E-R?

JUDY: That's right.



ELENA: And this?

JUDY: It's an **oven**. O-V-E-N.



ELENA: And what's this called?

JUDY: It's a **spoon**. S-P-O-O-N.

ELENA: **Spoon**.



ELENA: Is this a **knife**?

JUDY: Yes. These are **knives**, and these are **forks**.  
**Knives**—K-N-I-V-E-S. **Forks**—F-O-R-K-S.

ELENA: **Knives, forks**.

JUDY: Yes.



ELENA: What are these?

JUDY: They're **glasses**. G-L-A-S-S-E-S.



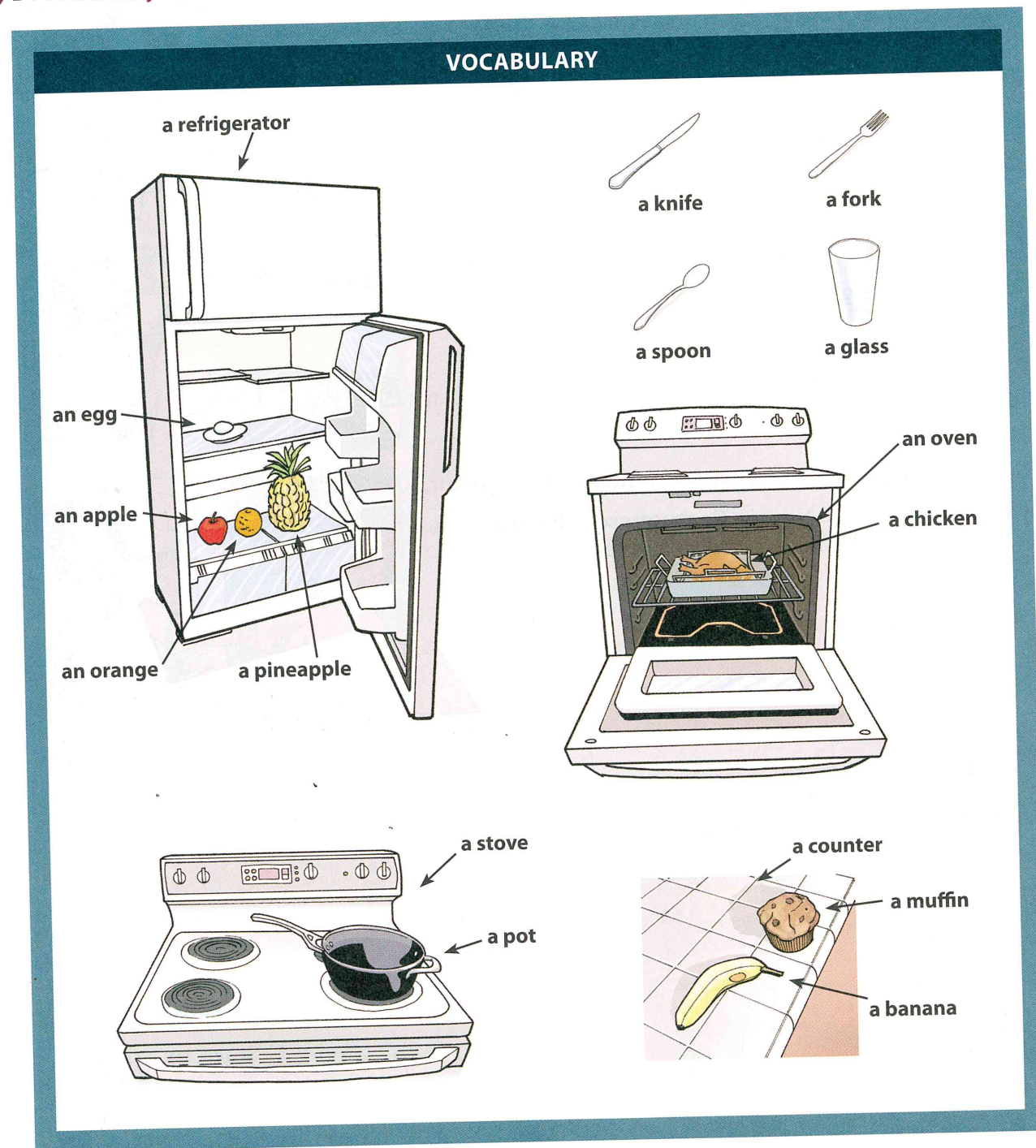
ELENA: Thank you. You're a good **teacher**. Let's go out.

JUDY: Not so fast. Now in **Portuguese**. This time I'm a **student**, and you're a **teacher**.



## After You Read

A | **Practice PAIRS**: Practice the opening conversation.



**C | Vocabulary PAIRS:** Ask which things are in your partner's kitchen.

**D | Comprehension** Look again at the opening conversation. Complete the sentences. Circle the correct letter.

- Elena and Judy are \_\_\_\_\_.  
a. roommates      b. cousins
- Elena is learning words in \_\_\_\_\_.  
a. English      b. Portuguese
- They are in the \_\_\_\_\_.  
a. kitchen      b. bathroom
- Elena learns \_\_\_\_\_ new words.  
a. five      b. six

**STEP 2 GRAMMAR PRESENTATION**

**NOUNS AND ARTICLES**

Singular and Plural Nouns	
Singular Noun	Plural Noun
This is a <b>toaster</b> .	These are <b>toasters</b> .
This is a <b>glass</b> .	These are <b>glasses</b> .

Articles: A and An	
a	an
This is <b>a</b> fork.	This is <b>an</b> egg.

**PROPER NOUNS**

Proper Noun
My roommate is <b>Elena Gomes</b> . She is from <b>Brazil</b> .

**GRAMMAR NOTES**

<b>1</b>	<p>A <b>noun</b> is a word that refers to a person, animal, place, thing, or idea.</p> <p><b>Singular</b> means "one." <b>Plural</b> means "more than one."</p> <p>Add <b>-s</b> to most nouns to make them <b>plural</b>. Add <b>-es</b> to nouns that end in <i>s, ss, z, ch, sh,</i> and <i>x</i>. Say an extra syllable.</p>	<ul style="list-style-type: none"> <li>Elena, Kip, Seattle, oven, friendship</li> <li>This is a <b>spoon</b>. (singular)</li> <li>These are <b>spoons</b>. (plural)</li> <li>This is a <b>glass</b>. (singular)</li> <li>These are <b>glasses</b>. (plural)</li> </ul>										
<b>2</b>	<p><b>A</b> and <b>an</b> come before singular nouns.</p> <p>Use <b>a</b> before a word that begins with a consonant sound.</p> <p>Use <b>an</b> before a word that begins with a vowel sound (usually <i>a, e, i, o, u</i>).</p>	<table border="0"> <tr> <td>a spoon</td> <td>an apple</td> </tr> <tr> <td>a fork</td> <td>an egg</td> </tr> <tr> <td>a kitchen</td> <td>an idea</td> </tr> <tr> <td>a roommate</td> <td>an oven</td> </tr> <tr> <td>a toaster</td> <td>an umbrella</td> </tr> </table> <p>Not: a-spoons</p>	a spoon	an apple	a fork	an egg	a kitchen	an idea	a roommate	an oven	a toaster	an umbrella
a spoon	an apple											
a fork	an egg											
a kitchen	an idea											
a roommate	an oven											
a toaster	an umbrella											
<b>3</b>	<p>Some nouns have special plural forms.</p>	<ul style="list-style-type: none"> <li>one man, two <b>men</b></li> <li>one woman, two <b>women</b></li> <li>one knife, two <b>knives</b></li> <li>one child, two <b>children</b></li> <li>one person, two <b>people</b></li> </ul>										
<b>4</b>	<p><b>Proper nouns</b> are the names of people and of places on a map. They start with a capital letter. All other nouns are <i>common</i> nouns.</p> <p><b>NOTE:</b> Do not put <b>a</b> or <b>an</b> before proper nouns.</p>	<ul style="list-style-type: none"> <li>My roommate <b>Elena</b> is from <b>São Paulo, Brazil</b>.</li> </ul> <p>Not: a-Judy</p>										

## STEP 3 FOCUSED PRACTICE

### EXERCISE 1: Discover the Grammar

A | Circle the *singular* words.

apples forks knife kitchen

B | Circle the words that begin with *a vowel sound*.

apple egg knife oven spoon toaster

C | Circle the *proper nouns*.

Brazil country Elena Johnson Judy student

### EXERCISE 2: Singular and Plural Nouns

(Grammar Note 1)

Complete the conversation. Use the singular or plural form of the words in parentheses.

ELENA: Excuse me. This is my shopping cart.

MAN: Really?

ELENA: Yes. This is my (pineapple)

pineapple, and these are my  
1.  
(egg) 2.

MAN: Well, this is my (chicken) 3., and these are my (apple)  
4.

ELENA: But these are my (muffin) 5.

MAN: No, they're my (muffin) 6.

ELENA: Oh, there are two (package) 7. of muffins.

MAN: So, where's my shopping cart?



### EXERCISE 3: Articles

(Grammar Note 2)

Look at Elena's shopping list. Complete the sentence. Use **a**, **an**, or **no article** with the things.

TO BUY

1 eraser

2 pens

3 notebooks

1 dictionary

3 apples

1 orange

1 banana

Elena needs an eraser 1., pens 2.,  
3., 4., 5.,  
6., and 7.

### EXERCISE 4: Editing

There are five mistakes in the sentences. The first mistake is already corrected. Find and correct four more mistakes.

1. These are ~~a~~ apples.
2. Elena is from brazil.
3. She wants a orange.
4. These banana are good.
5. This is toaster.

## STEP 4 COMMUNICATION PRACTICE

### EXERCISE 5: Pronunciation

**A** | Read and listen to the Pronunciation Note.

#### Pronunciation Note

English words have one or more than one syllable. A syllable is like a beat. Each syllable has one vowel sound. In words of more than one syllable, one syllable gets primary stress.

**B** | Listen and repeat the words.

One Syllable	Two Syllables	Three Syllables	Four Syllables
egg pen pot stove	apple orange toaster	banana umbrella	dictionary

**C** | Listen and mark the stressed syllable in each word.

ap ple      or ange      toast er      ba na na      um brel la      dic tion ar y

### EXERCISE 6: Listening

**A** | Listen to the conversation between Judy and Elena. Read the sentence. Then listen again. Complete the sentence. Circle the correct letter.

Judy and Elena are \_\_\_\_\_.

- a. in their apartment
- b. at school
- c. at a restaurant

**B** | Listen again. Check (✓) the things that are dirty.

\_\_\_\_\_ classes      \_\_\_\_\_ glasses      \_\_\_\_\_ forks      \_\_\_\_\_ spoons  
 \_\_\_\_\_ knives      \_\_\_\_\_ restaurant      \_\_\_\_\_ apartment

### EXERCISE 7: Name Things from A to Z

**GROUPS:** Name things in a home. Try to name one for each letter of the alphabet. Include **a** or **an** with each thing. The group with the most correct words wins.

- EXAMPLES:** 1. an apple  
 2. a bed

### EXERCISE 8: Memory Game

**GROUPS OF SEVEN:** Student 1 names one thing in a home. Student 2 names the first thing and a new thing. Student 7 names all seven things. Include **a** or **an**.

**EXAMPLE:** Student 1: A spoon.  
 Student 2: A spoon and a fork.

### EXERCISE 9: Writing

**A** | Look around your classroom. Learn the names of six new things. Write a sentence for each thing. Use a dictionary for help. Use **a**, **an**, or no article before nouns.

**EXAMPLES:** These are windows.  
 This is an eraser.

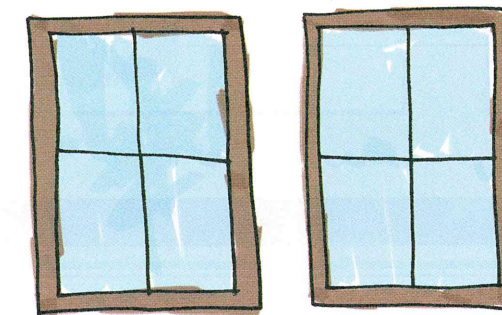
**B** | Check your work. Use the Editing Checklist.

#### Editing Checklist

- Did you use . . . ?
- a**, **an**, or no article before nouns correctly
  - correct spelling

**C** | Draw a picture near each sentence from Part A.

**EXAMPLES:** These are windows.



This is an eraser.



Check your answers on page UR-0.  
Do you need to review anything?

**EXERCISE A**

Write the plural form of the singular nouns.

- |          |             |          |             |
|----------|-------------|----------|-------------|
|          | Plural Form |          | Plural Form |
| 1. spoon | _____       | 4. knife | _____       |
| 2. glass | _____       | 5. pot   | _____       |
| 3. fork  | _____       |          |             |

**EXERCISE B**

Look at Judy's shopping list. Complete the sentence. Use **a**, **an**, or no article with the things on the list.

**Shopping List**

- 1 chicken
- 5 bananas
- 10 apples
- 1 umbrella
- 1 notebook

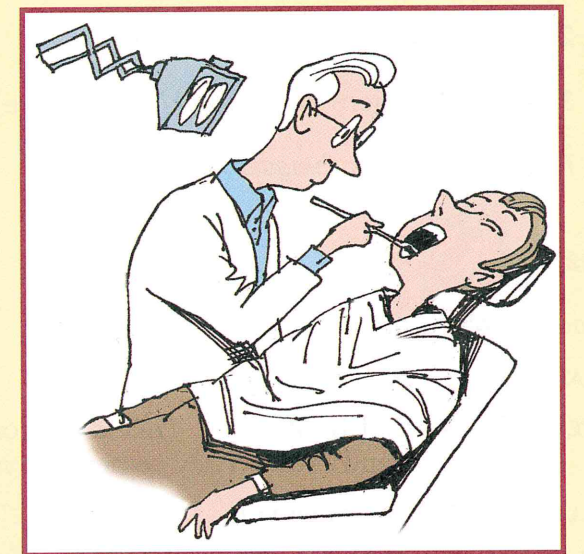
Judy needs \_\_\_\_\_ 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_  
and \_\_\_\_\_ 5. \_\_\_\_\_

**EXERCISE C**

Correct the sentences. There are five mistakes.

1. These are good muffin.
2. I have a idea.
3. My sister has two child.
4. My roommate is from canada.
5. I need fork.

**BE: PRESENT; THAT IS / THOSE ARE; POSSESSIVE ADJECTIVES**



UNIT	GRAMMAR FOCUS	THEME
3	Present of <i>Be</i> : Statements	Meeting People
4	<i>That is / Those are</i> ; Possessive Adjectives	Sightseeing in Seattle
5	Present of <i>Be</i> : <i>Yes / No</i> Questions, Questions with <i>Who</i> and <i>What</i>	A Wedding
6	Present of <i>Be</i> : <i>Where</i> Questions; Prepositions of Place	Giving Addresses

**STEP 1 GRAMMAR IN CONTEXT**

**Before You Read**

A | **PAIRS:** Complete the statements about Australia. Choose the correct words in parentheses.

1. It's (big / small)
2. It's (an island / not an island)
3. A big city there is (Sydney / Singapore)



B | Tell the class other things about Australia.

**Read**

**Read the conversation.**

**MARK:** Hi, Steve.

**STEVE:** Hi, Mark. Uh, Mark . . . This **is** my cousin Amy, and this **is** her friend Jenny. They're here on vacation.

**MARK:** Hi. Nice to meet you.

**AMY:** Nice to meet you too.

**MARK:** So you're not from around here?

**AMY:** No. We're from Australia.

**MARK:** Australia? That's pretty far away. Are you from Melbourne?

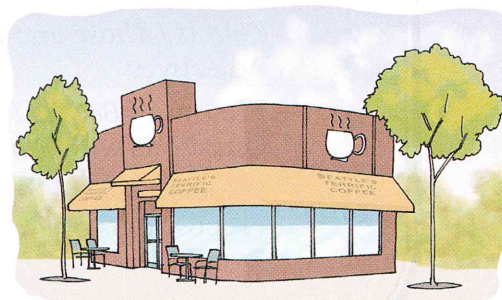
**AMY:** No. We're from Sydney. How about you? Are you from Seattle?

**MARK:** Yes, I am.

**AMY:** Jenny and I love Seattle. It's a beautiful and clean city. The people **are** friendly. And the coffee **is** delicious.

**MARK:** How's Sydney?

**AMY:** It's a great city too—and not because I live there!



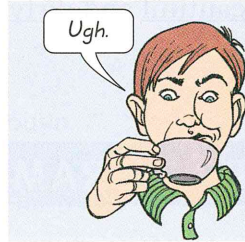
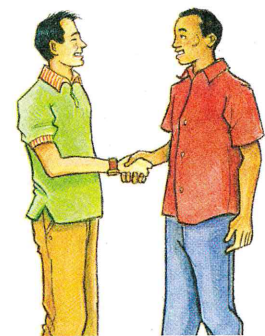

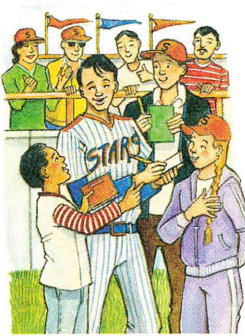





**After You Read**

A | **Practice** GROUPS OF THREE: Practice the opening conversation.

B | **Vocabulary** Listen and repeat the words. Write new words in a notebook.

**VOCABULARY**

			
clean	dirty	delicious	awful
			
friendly	unfriendly	popular	unpopular
		\$\$\$\$\$\$   \$\$\$   \$	
great — good — bad — terrible		expensive — reasonable — cheap	

C | **Vocabulary** Complete the passage. Choose the correct words.

Seoul is a great city. It's clean, and the people are friendly.  
 Many people are at our hotel. It's very expensive. The room is not expensive.  
 In fact, it's unfriendly. I love the food here. It's delicious. I don't like  
 the weather. It's dirty—it's very hot. But I'm happy I'm here. Seoul is a  
great place for a vacation.

D | **Comprehension** Look again at the opening conversation. Correct the underlined words if they are incorrect.

Jenny and Amy are in Sydney on business. Steve is Amy's uncle. Mark introduces

1.                      2.                      3.                      4.

Jenny and Amy to Steve. Mark and Amy talk about their families. Amy says Seattle is a

5.                      6.

beautiful and dirty city. Amy says Sydney is an awful city.

7.                      8.                      9.

## STEP 2 GRAMMAR PRESENTATION

### PRESENT OF BE

Affirmative Statements		
am	is	are
I <b>am</b> from Seattle.	He <b>is</b> from Seattle. She <b>is</b> from Sydney. It <b>is</b> clean. Seattle <b>is</b> clean.	We <b>are</b> from Sydney. You <b>are</b> cousins. They <b>are</b> friends. Jenny and I <b>are</b> from Sydney. Jenny and Amy <b>are</b> friends.
Contractions		
I am = I'm	he is = he's she is = she's it is = it's	we are = we're you are = you're they are = they're
Negative Statements		
am not	is not	are not
I <b>am not</b> from Sydney.	He <b>is not</b> from Sydney. She <b>is not</b> from Seattle. It <b>is not</b> dirty.	We <b>are not</b> from Seattle. You <b>are not</b> from here. They <b>are not</b> from here.
Contractions		
I am not = I'm not	he is not = he's not OR he isn't she is not = she's not OR she isn't it is not = it's not OR it isn't	we are not = we're not OR we aren't you are not = you're not OR you aren't they are not = they're not OR they aren't

### GRAMMAR NOTES

1	The <b>present</b> of <b>be</b> has three forms: <b>am, is, are</b> .	<ul style="list-style-type: none"> <li>I <b>am</b> from Seattle.</li> <li>It <b>is</b> clean.</li> <li>They <b>are</b> friendly.</li> </ul>
2	Use the correct form of <b>be + not</b> to make a <b>negative statement</b> .	<ul style="list-style-type: none"> <li>I <b>am not</b> from Sydney.</li> <li>It <b>is not</b> dirty.</li> <li>We <b>are not</b> cold.</li> </ul>
3	<b>Sentences</b> have a subject and a verb.	<p><small>SUBJECT NOUN</small>                      <small>VERB</small></p> <ul style="list-style-type: none"> <li><b>Amy</b>                      <b>is</b> my cousin.</li> </ul> <p><small>SUBJECT PRONOUN</small>                      <small>VERB</small></p> <ul style="list-style-type: none"> <li><b>She</b>                      <b>is</b> from Australia.</li> </ul>
4	We often use <b>contractions</b> (short forms) in speaking and informal writing.	<ul style="list-style-type: none"> <li>I'm from Seattle. I'm not from Sydney.</li> </ul> <p><b>NOTE:</b> There are two negative contractions for <b>is not</b> and <b>are not</b>. We often use <b>isn't</b> or <b>aren't</b> after subject nouns. We often use <b>'s not</b> or <b>'re not</b> after <b>subject pronouns</b>.</p> <ul style="list-style-type: none"> <li>Sydney <b>isn't</b> cold. OR It's <b>not</b> cold.</li> <li>Jenny and Amy <b>aren't</b> cousins. OR They're <b>not</b> cousins.</li> </ul>

## STEP 3 FOCUSED PRACTICE

### EXERCISE 1: Discover the Grammar

Read the sentences. Write **A** (Affirmative) or **N** (Negative).

- |  |   |
|--|---|
| <p><u>  N  </u> 1. She's not from around here.</p> <p><u>      </u> 2. She's here with a friend.</p> <p><u>      </u> 3. They're here on vacation.</p> | <p><u>      </u> 4. They aren't here on business.</p> <p><u>      </u> 5. I'm not from Melbourne.</p> <p><u>      </u> 6. It's not a popular place.</p> |
|--|---|

### EXERCISE 2: Affirmative Statements

(Grammar Note 1)

**A** | Complete the sentences with **She is, He is, It is, We are, or They are**.

- Amy is a student.   She is   from Australia.
- Amy and Jenny are students. \_\_\_\_\_ in Seattle on vacation.
- Sydney is a great city. \_\_\_\_\_ in Australia.
- My friends and I are in school. \_\_\_\_\_ in room 2.
- Mark is a student. \_\_\_\_\_ in Seattle.



**B** | On a separate piece of paper, rewrite the sentences using contractions. Then say each sentence aloud.

### EXERCISE 3: Be: Negatives and Contractions

(Grammar Notes 1-2, 4)

**A** | Check (✓) the true sentences. Change the false sentences to the negative. Write the full form.

1. I am a teacher. I am not a teacher.
2. I am a new student. \_\_\_\_\_
3. My parents are in Australia. \_\_\_\_\_
4. The Sydney Opera House is in Canberra. \_\_\_\_\_
5. We are in room 2. \_\_\_\_\_
6. Our school is in Australia. \_\_\_\_\_
7. Koala bears are from Australia. \_\_\_\_\_
8. My parents are from around here. \_\_\_\_\_

**B** | Write each negative sentence using contractions. Say each sentence aloud.

### EXERCISE 4: Present of Be

(Grammar Notes 1-4)

Complete the letter. Choose the correct words in parentheses.

Sept. 15

Dear Mum and Dad,

Amy and I are in Seattle. We \_\_\_\_\_ at the Western Hotel now.  
1. (am / are)                      2. (not / 're not)

It was expensive and far from everything. We \_\_\_\_\_ at a youth hostel on  
3. ('re / be)

Second Avenue. It \_\_\_\_\_ clean. It \_\_\_\_\_ expensive. And all the  
4. ('s / 're)                      5. (no is / 's not)

people here \_\_\_\_\_ friendly.  
6. (are / aren't)

We love Seattle! It \_\_\_\_\_ a beautiful city, and the food \_\_\_\_\_  
7. ('s / 's not)                      8. (is / are)

delicious, especially the Asian dishes. It \_\_\_\_\_ cool at night, and you often  
9. (be / 's)

need an umbrella. But we \_\_\_\_\_ happy to be here.  
10. ('s / 're)

I hope you \_\_\_\_\_ fine. Send my love to Aunt Kitty.  
11. (is / are)

Love,  
Jenny

### EXERCISE 5: Editing

There are seven mistakes in the conversations. The first mistake is already corrected. Find and correct six more mistakes. Use contractions.

1. **A:** The coffee <sup>is</sup> expensive.  
**B:** You're right.
2. **A:** My cousin from Tokyo. She's a student.  
**B:** I'm from Tokyo. I no am a student.
3. **A:** Seattle is a big city in California.  
**B:** No, it's isn't. Seattle is in Washington.
4. **A:** The people is friendly here.  
**B:** I know. They're great.
5. **A:** I be from a big city.  
**B:** I'm not. I from a small town.

## STEP 4 COMMUNICATION PRACTICE

### EXERCISE 6: Pronunciation

**A** | Listen to the underlined words in each sentence.

Full Form	Contractions
<u>They are</u> from Italy.	<u>They're</u> from Italy.
<u>He is</u> a chef.	<u>He's</u> a chef.
<u>I am</u> a student.	<u>I'm</u> a student.

The full form has two syllables (sounds). The contraction (short form) has one syllable.

**B** | Listen again and repeat.

**C** | Listen to the sentences. Check (✓) Full Form or Contraction.

	Full Form	Contraction
1.		✓
2.		
3.		
4.		
5.		
6.		

**EXERCISE 7: Listening**

**A** | Listen to the conversation. Check (✓) the one true sentence.

- \_\_\_ 1. The woman is a student, and the man is a chef.
- \_\_\_ 2. The woman and the man are chefs.
- \_\_\_ 3. The woman is a chef, and the man is a student.

**B** | Listen again. Check (✓) T (True), F (False), or NI (No Information).

	T	F	NI
1. The woman is from Australia.	✓	<input type="checkbox"/>	<input type="checkbox"/>
2. The woman's parents are from Australia.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The man is from Italy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. They are at a hotel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The woman thinks Italian food is delicious.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**EXERCISE 8: True Sentences about You**

**A** | PAIRS: Write true sentences about you. Then read your sentence aloud. Check (✓) sentences that are the same for you and your partner. The first sentence is written for you.

- |   |                               |
|---|-------------------------------|
| 1. I / here on business. <i>I'm not here on business.</i> | Same <input type="checkbox"/> |
| 2. I / here on vacation. _____                            | <input type="checkbox"/>      |
| 3. It / hot in class. _____                               | <input type="checkbox"/>      |
| 4. I / from Italy. _____                                  | <input type="checkbox"/>      |
| 5. My teacher / from Australia. _____                     | <input type="checkbox"/>      |
| 6. I / happy to be here. _____                            | <input type="checkbox"/>      |
| 7. I / cold. _____  | <input type="checkbox"/>      |
| 8. My parents / from Seattle. _____                       | <input type="checkbox"/>      |
| 9. It / noisy in class. _____                             | <input type="checkbox"/>      |
| 10. Italian food / popular in our city. _____             | <input type="checkbox"/>      |

**B** | Write two true sentences and one false sentence about people or things in the classroom. Read your sentences to the class. The class says "True" or "False" after each sentence.

EXAMPLE: **Marie:** My teacher is from Australia.  
**Class:** False.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

**EXERCISE 9: Talk about a City**

PAIRS: Tell about the city you are in. Use words from the Vocabulary section. Use "I agree" or "I disagree" in your answer.

EXAMPLE: **A:** The people are friendly here.  
**B:** Yes, I agree. And the city is clean.  
**A:** Well, some places are dirty.  
**B:** That's true. But the coffee is delicious.  
**A:** I agree.

### EXERCISE 10: Writing

**A** | Write four sentences about your city. Use the present of **be**. Use vocabulary from the unit.

**EXAMPLE:** Seoul is a great city.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**B** | Check your work. Use the Editing Checklist.

#### Editing Checklist

Did you use . . . ?

- the present of **be** correctly
- vocabulary from the unit
- correct spelling

## UNIT 3 Review

Check your answers on page UR-0.  
Do you need to review anything?

### EXERCISE A

Complete the sentences with **She is, He is, It is, We are, or They are**.

1. I don't like this coffee. \_\_\_\_\_ terrible.
2. John is not a student. \_\_\_\_\_ a teacher.
3. Amy is from Australia. \_\_\_\_\_ friendly.
4. Michelle and Lisa are not sisters. \_\_\_\_\_ cousins.
5. My friends and I are in Italy. \_\_\_\_\_ on vacation.

### EXERCISE B

Rewrite the sentences using contractions.

1. It is expensive. \_\_\_\_\_
2. They are not on vacation. \_\_\_\_\_
3. I am not a chef. \_\_\_\_\_
4. He is not in Australia. \_\_\_\_\_
5. We are in the class. \_\_\_\_\_

### EXERCISE C

Correct the conversations. There are five mistakes.

1. **A:** The hotels is cheap here.  
**B:** You right. They great.
2. **A:** Machiko from Seattle. She's a student.  
**B:** No, she not. She's a chef.

**UNIT 4** *That is / Those are; Possessive Adjectives*  
SIGHTSEEING IN SEATTLE

**STEP 1 GRAMMAR IN CONTEXT**

**Before You Read**

*PAIRS:* Name three places for visitors to your city. Then compare your answers with those of other pairs.

**EXAMPLES:** the park  
the art museum  
the sports stadium

**Read**

**Read the conversation.**

**STEVE:** Well, here we are. **That's** the Space Needle. How about a picture?

**AMY:** Sure. Too bad Jenny isn't here, but I have **her** camera.

**STEVE:** Come on. Let's go up.



\* \* \* \* \*

**AMY:** Wow! Look at those buildings.

**STEVE:** They're the stadiums. Here, take a look.

**AMY:** They're big! **Are those** people next to them? They look so small.

**STEVE:** Yep. Now look over there. **That's** the University of Washington.

**AMY:** **That's your** university, right?

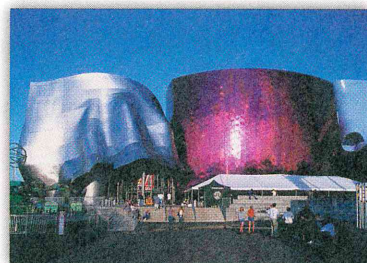
**STEVE:** Yes. OK, now look down. Look at that colored building.

**AMY:** The colors are beautiful, but **its** shape is really unusual.

**STEVE:** **That's** the EMP. It's a music museum. It belongs to Paul Allen. It's **his** "baby."

**AMY:** Let's go see it.

**STEVE:** **That's** a great idea.

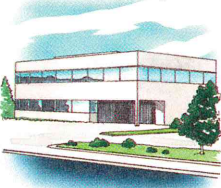


**After You Read**


**A | Practice PAIRS:** Practice the opening conversation.

**B | Vocabulary** Listen and repeat the words. Write new words in a notebook.

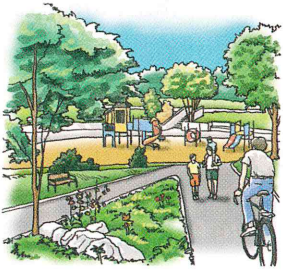
**VOCABULARY**



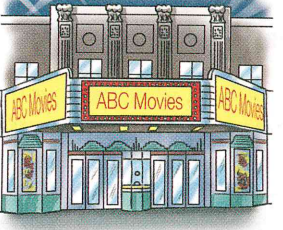
**a building**



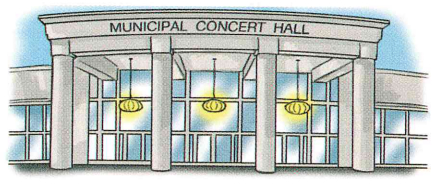
**a camera**




**a park**



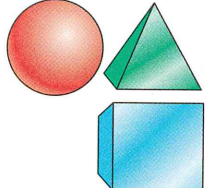
**a movie theater**



**a concert hall**



**a coffee shop**



**shapes**

**C | Vocabulary PAIRS:** Which of these things are in your town or city?

**big buildings   a concert hall   a movie theater   a museum   a stadium**

**D | Comprehension** Look again at the opening conversation. Write **T (True)** or **F (False)**.

- \_\_\_ 1. Jenny is with Amy and Steve.
- \_\_\_ 2. Amy has a camera with her.
- \_\_\_ 3. The stadiums are very big.
- \_\_\_ 4. You can learn about music at the EMP.

**E | PAIRS:** Read the text and complete the last sentence. Then check your answer on page P-1.

**Name Me**

I am famous in Seattle and in the world. I am very tall—my height is about 600 feet, or 200 meters. My top has a very good restaurant. I have elevators. My initials are S. N. My name is the \_\_\_\_\_.

## STEP 2 GRAMMAR PRESENTATION

### THAT IS / THOSE ARE

Singular	Plural
<b>That is</b> the stadium.	<b>Those are</b> the stadiums.
<b>That's</b> his car.	<b>Those are</b> his cars.
<b>Is that</b> your key?	<b>Are those</b> your keys?

### POSSESSIVE ADJECTIVES

Subject Pronouns	Possessive Adjectives	Example Sentences
I	my	I am Amy. <b>My</b> name is Amy.
you	your	<b>You</b> are Judy. <b>Your</b> name is Judy.
he	his	<b>He</b> is Steve. <b>His</b> name is Steve.
she	her	<b>She</b> is Jenny. <b>Her</b> name is Jenny.
it	its	<b>It</b> is the EMP. <b>Its</b> shape is unusual.
we	our	<b>We</b> have one daughter. <b>Our</b> daughter is Judy.
you	your	<b>You</b> are Steve and Mark, right? <b>Your</b> city is very beautiful.
they	their	<b>They</b> are our children. <b>Their</b> names are Judy and Ken.

### GRAMMAR NOTES

<b>1</b>	Use <b>that is</b> to talk about one person or thing <b>away from</b> you.  We often contract <b>that is</b> to <b>that's</b> in informal speaking and writing.	<ul style="list-style-type: none"> <li>• <b>That is</b> the University of Washington.</li> <li>• <b>That's</b> the Space Needle.</li> </ul>
<b>2</b>	Use <b>those are</b> to talk about two or more people or things <b>away from</b> you.	<ul style="list-style-type: none"> <li>• <b>Those are</b> our stadiums.</li> <li>• <b>Those are</b> my pets.</li> </ul>
<b>3</b>	Use <b>is that</b> and <b>are those</b> to ask questions. Answers usually take a <b>subject pronoun</b> .	<ul style="list-style-type: none"> <li>• <b>Is that</b> your dictionary? Yes, <b>it</b> is.</li> <li>• <b>Are those</b> your keys? No, <b>they</b> aren't.</li> </ul>
<b>4</b>	Possessive adjectives are <b>my, your, his, her, its, our,</b> and <b>their</b> . They tell who someone or something belongs to.	<ul style="list-style-type: none"> <li>• That's <b>my</b> daughter.</li> <li>• Those are <b>her</b> friends.</li> <li>• The car belongs to Steve. It's <b>his</b> car.</li> </ul>

#### REFERENCE NOTE

For more about **this, that, these,** and **those,** see Units 1 and 18.

## STEP 3 FOCUSED PRACTICE

### EXERCISE 1: Discover the Grammar

Read the questions and answers. Underline the possessive adjectives. Then match the questions and answers.

- d 1. Are those your books?      a. Yes. One is our football stadium. The other is our baseball stadium.
- \_\_\_ 2. Is that his camera?      b. Yes. Their names are Judy and Ken.
- \_\_\_ 3. Are those your children?      c. Yes. Its shape is unusual, right?
- \_\_\_ 4. Is that the EMP?      d. No, they're her books.
- \_\_\_ 5. Is that your college?      e. No, it's my camera.
- \_\_\_ 6. Are those sports stadiums?      f. No, I go to Boston College.

### EXERCISE 2: That and Those

(Grammar Notes 1–3)

Complete the sentences with **that** or **those**.

1. That \_\_\_\_\_'s my favorite coffee shop.
2. Are \_\_\_\_\_ your children?
3. Is \_\_\_\_\_ Jenny's camera?
4. \_\_\_\_\_ are my friends.
5. Is \_\_\_\_\_ a park?
6. Are \_\_\_\_\_ your pets?



### EXERCISE 3: Possessive Adjectives

(Grammar Note 4)

Circle the correct possessive adjective to complete the sentences.



1. Kip and Pam are **(my / our)** pets.

2. Jeremy, Annie, and Ben are **(my / our)** children.



3. Annie has **(her / their)** books with her.

4. Ben is riding **(her / his)** bicycle.



5. I like **(my / our)** car, but **(its / his)** tires are flat.

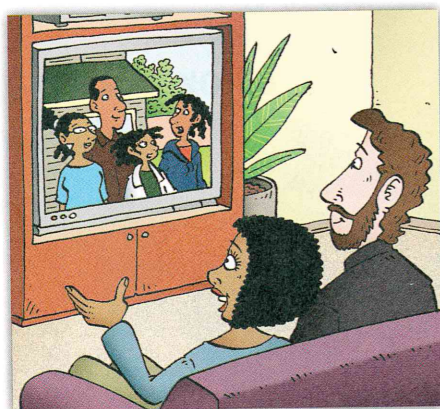
6. Judy and Ken Johnson love **(their / your)** parents.



### EXERCISE 4: Possessive Adjectives

(Grammar Note 4)

Judy is showing a DVD about her visit home. Complete the passage with **my, his, her, its, our, or their**.



That's me and my brother, Ken, with  
1.  
2. parents in front of 3. house. See  
those cars? The old one belongs to Ken—it's 4.  
first car. 5. battery is dead, so it doesn't  
run. But he loves it. The new car belongs to Dad. It's  
6. favorite thing. And the garden belongs to  
Mom. It's 7. favorite place.

### EXERCISE 5: Editing

There are six mistakes in the conversations. The first mistake is already corrected. Find and correct five more mistakes.

- |   |                               |
|---|-------------------------------|
| 1. A: Are <del>that</del> <sup>those</sup> your keys? | 3. A: Are that your child?    |
| B: No, they her keys.                                 | B: Yes. That's our son.       |
| 2. A: Those is my daughter.                           | 4. A: Those cat is very cute. |
| B: She's a beautiful woman.                           | B: It name is "Tiger."        |

## STEP 4 COMMUNICATION PRACTICE

### EXERCISE 6: Pronunciation

**A** | Read and listen to the Pronunciation Note.

#### Pronunciation Note

Some words sound the same, but they are different in meaning and spelling:

*your* = possessive adjective

*you're* = you are

*its* = possessive adjective

*it's* = it is

*their* = possessive adjective

*they're* = they are

• **Your** name is Maria.

• **You're** a student.

• **Its** name is the Space Needle.

• **It's** 600 feet high.

• **Their** children are happy.

• **They're** happy.

**B** | Listen to the sentences. Which word is used? Circle the correct letter.

- |             |                   |            |           |
|-------------|-------------------|------------|-----------|
| 1. a. their | <b>b.</b> they're | 4. a. your | b. you're |
| 2. a. their | b. they're        | 5. a. its  | b. it's   |
| 3. a. your  | b. you're         | 6. a. its  | b. it's   |

### EXERCISE 7: Listening

**A** | Listen to the conversation. Then listen again. Complete the sentences. Circle the correct letter.

- |                                |                                   |                 |
|--------------------------------|-----------------------------------|-----------------|
| 1. Jessica has _____ children. | 4. Fluffy is _____.               |                 |
| a. two                         | <b>b.</b> three                   |                 |
| 2. Ben is her _____.           | a. a cat                          | b. a dog        |
| a. dog                         | b. son                            |                 |
| 3. Annie is Jessica's _____.   | 5. The other kids are from _____. |                 |
| a. son                         | b. daughter                       |                 |
|                                | a. their class                    | b. their school |

### EXERCISE 8: Suggestions and Information

**A** | PAIRS: Listen and repeat the conversation.

A: Let's go to the park.

B: That's a great idea.

**B** | Make a new suggestion. Use the words from the box.

go to a concert	go to the coffee shop	have lunch
go to a movie	go to the Space Needle	see the art museum

**C** Listen and repeat the conversation.

**A:** That's your university, right?

**B:** Yes, it is.

**D** Follow the conversation in Part C. Name a new place or thing. Use the words from the box.

building    camera    car    school    university

**EXERCISE 9: Game**

**A** Play the game with the class. Each student puts an item on the teacher's table. For example:

- |             |            |            |
|-------------|------------|------------|
| a backpack  | a jacket   | an earring |
| a camera    | a notebook | keys       |
| a CD player | a watch    | sunglasses |

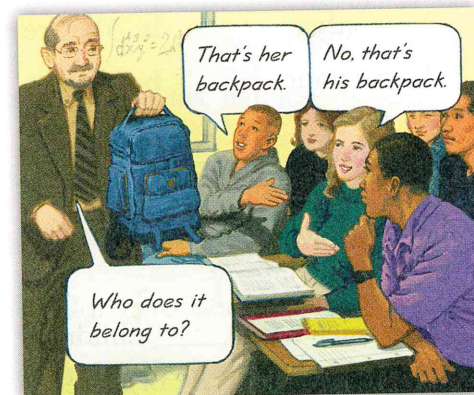
**B** The teacher picks up one thing. A student points to the owner and says, "That's his / her \_\_\_\_\_."

**EXAMPLE:**

(Teacher points to a backpack)

**Student A:** (pointing to Student B) That's her backpack.

**Student B:** Right. It's my backpack. OR (pointing to Student C) No, that's his backpack.



**EXERCISE 10: Writing**

**A** Bring a photograph of a place in your town or city. Write five sentences about things in the photograph. Use **that** or **those**. Then tape the picture to the board. Tell the class about the picture.

**EXAMPLE:** That's our stadium. It's for football.

**B** Check your work. Use the Editing Checklist.

**Editing Checklist**

Did you use . . . ?

**that** or **those** correctly

correct spelling

**EXERCISE A**

Complete the sentences with **that** or **those**.

- \_\_\_\_\_ 's an expensive car.
- Are \_\_\_\_\_ Steve's CDs?
- Is \_\_\_\_\_ your brother?
- \_\_\_\_\_ 's Judy's camera.
- \_\_\_\_\_ aren't my keys!

**EXERCISE B**

Circle the correct words to complete the sentences.

- He / His** is my friend.
- That's my sister. **She / Her** name is Lynn.
- What are **you / your** names?
- Those are good cameras. **Their / They** are very popular.
- I really like this coffee shop. **It's / Its** my favorite place.

**EXERCISE C**

Correct the conversation. There are five mistakes.

- A:** Is that you family in the photo?
- B:** Yes. That's me brother and sister.
- A:** What are they're names?
- B:** He's name is Robert, and her name is Tammy.
- A:** And is that you're dog?
- B:** Yes. Its name is "Spot."

STEP 1 GRAMMAR IN CONTEXT

Before You Read

Check (✓) the sentences that are true for you. Then compare your answers with two other students' answers.

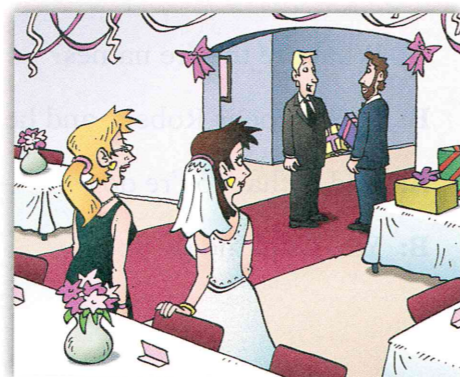
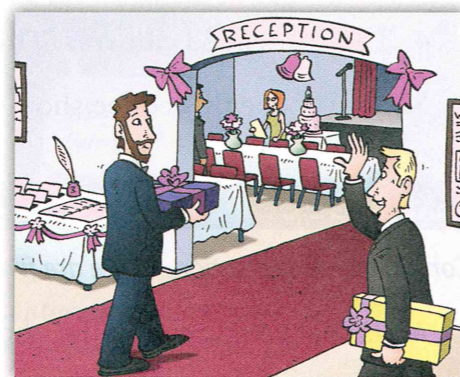
- \_\_\_ 1. I'm single.
- \_\_\_ 2. Weddings are fun.
- \_\_\_ 3. I like small weddings.
- \_\_\_ 4. Most of my friends are married.

Read

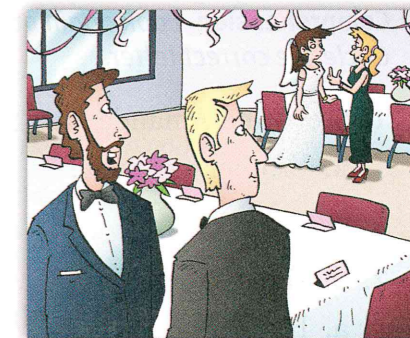
Mark, Steve, and Kathy are at a wedding reception for Amanda and Josh. Read the conversations.

STEVE: Mark?  
 MARK: Steve! **Are you** here for the wedding?  
 STEVE: **Yes, I am.** Amanda is my cousin. What about you?  
 MARK: Josh and I are friends from school. Boy, this is a great wedding.  
 STEVE: Yes, it is.

KATHY: **Who's** that man with Steve?  
 AMANDA: His name is Mark. He and Josh are friends.  
 KATHY: Hmm. **Is he** single?  
 AMANDA: **Yes, he is.**  
 KATHY: What does he do?  
 AMANDA: He's a student and a writer.  
 KATHY: What kind of writer?  
 AMANDA: He writes travel books.



MARK: **Who's** that woman with Amanda?  
 STEVE: Her name is Kathy.  
 MARK: **Is she** married?  
 STEVE: **No, she's not.**  
 MARK: Hmm . . . What does she do?  
 STEVE: She's a travel agent.





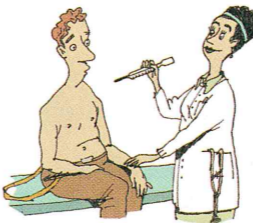

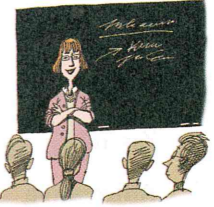



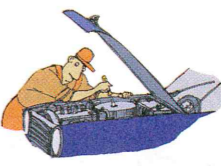



After You Read

A | Practice PAIRS: Practice the opening conversations.

B | Vocabulary Listen and repeat the words. Write new words in a notebook.

**VOCABULARY**

 married	 single	 a writer	 a travel agent
 a nurse	 a dentist	 a teacher	 a student
 a clerk	 a police officer	 a mechanic	 a cashier

C | Vocabulary GROUPS: List words that go with each occupation:

EXAMPLES: a writer—paper      a cashier—money

Each student says a word that goes with an occupation. Another group calls out the occupation.



**D | Comprehension** Look again at the opening conversations. Complete the sentences. Circle the correct letter.

- Steve and Amanda are \_\_\_\_\_.
  - brother and sister
  - cousins**
- Mark and Josh are \_\_\_\_\_.
  - brothers
  - friends
- Kathy is \_\_\_\_\_.
  - single
  - married
- Who is a writer?
  - Kathy
  - Mark
- Who is a travel agent?
  - Amanda
  - Kathy

## STEP 2 GRAMMAR PRESENTATION

### PRESENT OF BE: YES / NO QUESTIONS

Yes / No Questions	Short Answers	
	Affirmative	Negative
<b>Singular</b>		
Am I right?	Yes, <b>you are</b> .	No, <b>you're not</b> . OR No, <b>you aren't</b> .
Are you a writer?	Yes, <b>I am</b> .	No, <b>I'm not</b> .
Is he a student?	Yes, <b>he is</b> .	No, <b>he's not</b> . OR No, <b>he isn't</b> .
Is she single?	Yes, <b>she is</b> .	No, <b>she's not</b> . OR No, <b>she isn't</b> .
Is your car new?	Yes, <b>it is</b> .	No, <b>it's not</b> . OR No, <b>it isn't</b> .
<b>Plural</b>		
Are we late?	Yes, <b>we are</b> .	No, <b>we're not</b> . OR No, <b>we aren't</b> .
Are you happy?	Yes, <b>you are</b> .	No, <b>you're not</b> . OR No, <b>you aren't</b> .
Are they brothers?	Yes, <b>they are</b> .	No, <b>they're not</b> . OR No, <b>they aren't</b> .

### PRESENT OF BE: QUESTIONS WITH WHO AND WHAT

Questions with Who / What	Short Answers	Long Answers
Who is that woman?	Kathy.	That's Kathy.
What's her name?	Kathy.	It's Kathy.

## GRAMMAR NOTES

<b>1</b>	In a <b>yes / no question</b> with <b>be</b> , put <b>am</b> , <b>is</b> , or <b>are</b> before the subject.	<p><b>SUBJECT</b></p> <ul style="list-style-type: none"> <li>Statement: <b>He is</b> at a wedding.</li> </ul> <p><b>SUBJECT</b></p> <ul style="list-style-type: none"> <li>Question: <b>Is he</b> at a wedding?</li> </ul>
<b>2</b>	We often use contractions in <b>negative short answers</b> .	<p><b>A:</b> Is she married? <b>B:</b> No, she's <b>not</b>. OR No, she <b>isn't</b>.</p> <p><b>A:</b> Are they brothers? <b>B:</b> No, they're <b>not</b>. OR No, they <b>aren't</b>.</p> <p><b>A:</b> Am I right? <b>B:</b> Yes, <b>you are</b>. NOT: Yes, <b>you're</b>.</p> <p><b>A:</b> Is she single? <b>B:</b> Yes, <b>she is</b>. NOT: Yes, <b>she's</b>.</p>
<b>3</b>	Use <b>who</b> to ask for information about <b>people</b> . Use <b>what</b> to ask for information about <b>things</b> or <b>ideas</b> .	<ul style="list-style-type: none"> <li><b>Who</b> is that woman with Amanda?</li> <li><b>What</b> is her name?</li> </ul>
	We often use the contractions <b>who's</b> and <b>what's</b> in speaking and informal writing.	<ul style="list-style-type: none"> <li><b>Who's</b> that woman?</li> <li><b>What's</b> her name?</li> </ul>

## STEP 3 FOCUSED PRACTICE

### EXERCISE 1: Discover the Grammar

Match the questions and answers.

- |                                      |   |
|--------------------------------------|---|
| <u>c</u> 1. Is Amanda your sister?   | a. No, he isn't.                            |
| ___ 2. Are Mark and Helen teachers?  | b. No, we're from Redmond.                  |
| ___ 3. Am I right?                   | <u>e</u> c. No, she isn't. She's my cousin. |
| ___ 4. Are you and Josh friends?     | d. No, they aren't. They're writers.        |
| ___ 5. Is Mark married?              | e. Yes, you are.                            |
| ___ 6. Are you and Tim from Seattle? | f. Yes, we are.                             |

## EXERCISE 2: Who and What

(Grammar Note 3)

Complete the conversations with **Who** or **What**.

- A:** Who's that woman with Mark?  
**B:** That's my mother.
- A:** \_\_\_\_\_'s her name?  
**B:** Mary.
- A:** \_\_\_\_\_'s that man with Judy?  
**B:** That's Mark.
- A:** \_\_\_\_\_'s the teacher for this class?  
**B:** Professor Beck. Steve Beck.
- A:** \_\_\_\_\_'s a big city in Australia?  
**B:** Sydney.
- A:** \_\_\_\_\_'s a big country in South America?  
**B:** Brazil.

## EXERCISE 3: Yes / No Questions and Answers

(Grammar Notes 1-3)

Put the words in the correct order. Make conversations.

- A:** Steve / Portland / Is / from /  
**B:** not / No, / he's /  
**A:** Is Steve from Portland?  
**B:** No, he's not.
- A:** today / the game / Is /  
**B:** Yes, / is / it /  
**A:** \_\_\_\_\_?  
**B:** \_\_\_\_\_.
- A:** cousins / Are / they /  
**B:** aren't / No, / they / . / brothers /  
They're /  
**A:** \_\_\_\_\_?  
**B:** \_\_\_\_\_.
- A:** man / that / Who / is /  
**B:** my / 's / teacher / He /  
**A:** \_\_\_\_\_?  
**B:** \_\_\_\_\_.
- A:** Seattle / hot / Is /  
**B:** isn't / No, / it /  
**A:** \_\_\_\_\_?  
**B:** \_\_\_\_\_.

## EXERCISE 4: Yes / No Questions and Answers

(Grammar Notes 1-3)

Complete the conversations with words from the boxes.

is   not   she   she's   ~~who's~~   woman

- A:** Who's that \_\_\_\_\_ with Amanda?  
**B:** That's Kathy.  
**A:** \_\_\_\_\_ married?  
**B:** No, \_\_\_\_\_.

he   he's   is   is   not   writer   yes

- A:** \_\_\_\_\_ your brother?  
**B:** \_\_\_\_\_, he \_\_\_\_\_.  
**A:** Is he a \_\_\_\_\_?  
**B:** No, he's \_\_\_\_\_ a doctor.

## EXERCISE 5: Editing

There are eight mistakes in the conversations. The first mistake is already corrected. Find and correct seven more mistakes.

- A:** Are ~~Is~~ you a nurse?  
**B:** Yes, I'm.
- A:** Is she single?  
**B:** No, she not.
- A:** They students?  
**B:** No, they are.
- A:** Is he a mechanic?  
**B:** No, he's.
- A:** Is your car new?  
**B:** No, it old.
- A:** Is he a dentist?  
**B:** No, he's not. He a writer.

## STEP 4 COMMUNICATION PRACTICE

### EXERCISE 6: Pronunciation

**A** | Read and listen to the Pronunciation Note.

**Pronunciation Note**

In *yes / no* questions, your voice goes up at the end of the sentence:

**EXAMPLES:**

Are you married?      Are you here for the wedding?

In questions with *who* and *what*, your voice goes down at the end of the sentence.

**EXAMPLES:**

Who's that woman with Josh?      What do you do?

**B** | Listen to the questions. Does the speaker's voice go up or down at the end of the sentence? Write **Up** or **Down**.

1. Up
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

**C** | Listen again and repeat the questions.

### EXERCISE 7: Listening

**A** | Listen to the conversation. Then listen again. Answer each question with a short answer.

1. Is Mai a doctor? \_\_\_\_\_
2. Is she married? \_\_\_\_\_
3. Are Jaime and Diego brothers? \_\_\_\_\_
4. Is Alicia single? \_\_\_\_\_

**B** | Listen again. Answer the questions.

1. Who is Ahmed's friend? \_\_\_\_\_
2. Who are Diego's cousins? \_\_\_\_\_
3. What's the name of Diego's wife? \_\_\_\_\_

### EXERCISE 8: Talk about Occupations

**A** | **PAIRS:** Read the conversation aloud.

- A:** What do you do?  
**B:** I'm a writer. What about you?  
**A:** I'm a student.

**B** | Go around the room. Practice the conversation with different classmates. Give yourself a new occupation. Use the words from the box or your dictionary.

a cashier	a dentist	a nurse	a student	a travel agent
a clerk	a mechanic	a police officer	a teacher	a writer

**C** | **PAIRS:** Ask your partner about other people in the class.

- EXAMPLE:** **A:** Who's the man / woman near \_\_\_\_\_?  
**B:** That's \_\_\_\_\_.  
**A:** What does he / she do?  
**B:** He's / She's \_\_\_\_\_.

### EXERCISE 9: Game

**A** | **CLASS:** On the board, write the names of five famous people:

writers      actors      singers



**B** | Your classmates choose the name of one of the people. They write it on a piece of paper and put it on your back. You don't see the name.

C | Ask your classmates a maximum of 10 **yes / no** questions about the person. Your classmates answer with short answers.

EXAMPLES: **A:** Is it a man?  
**B:** No, it isn't.

**A:** Is she a writer?  
**C:** No, she isn't.

D | Guess who the person is.

EXAMPLE: **A:** Is she Angelina Jolie?  
**B:** Yes, she is.

### EXERCISE 10: Writing

A | Prepare to interview a classmate. Write three **yes / no** questions, a question with **who**, and a question with **what**. Use the words from the box.

happy to be here	name	you do	your favorite writer
married	new student	your favorite actor	

EXAMPLES: What's your name? / What do you do? / Are you married? / Who's your favorite writer?

B | Check your work. Use the Editing Checklist.

#### Editing Checklist

- Did you use . . . ?
- questions correctly
  - correct spelling

C | Ask your classmate the questions you wrote.

## UNIT 5 Review

Check your answers on page UR-0.  
Do you need to review anything?

### EXERCISE A

Match the questions and answers.

- |                                   |                     |
|-----------------------------------|---------------------|
| ___ 1. Are you actors?            | a. No, they aren't. |
| ___ 2. Am I late?                 | b. No, she isn't.   |
| ___ 3. Is John married?           | c. Yes, you are.    |
| ___ 4. Are your parents teachers? | d. Yes, we are.     |
| ___ 5. Is your sister a dentist?  | e. No, he isn't.    |

### EXERCISE B

Complete the conversation with **Who** or **What**.

- A:** That's a great photo. \_\_\_\_\_'s that woman on the right?  
**B:** That's my cousin.  
**A:** Oh, really? \_\_\_\_\_'s her name?  
**B:** Rosa.  
**A:** And \_\_\_\_\_'s that man on her left?  
**B:** That's her husband, Carlos.  
**A:** I see. \_\_\_\_\_'s his occupation?  
**B:** He's a police officer.  
**A:** And \_\_\_\_\_'s that in the middle? Is that their son?  
**B:** No, that's their daughter!

### EXERCISE C

Correct the conversations. There are five mistakes.

- |   |   |
|---|---|
| 1. <b>A:</b> Is he a dentist?<br><b>B:</b> No, he's not. He a writer. | 3. <b>A:</b> Is your mother a travel agent?<br><b>B:</b> No, she no is. |
| 2. <b>A:</b> Is your sister single?<br><b>B:</b> No, she not.         | 4. <b>A:</b> Is you from Brazil?<br><b>B:</b> Yes, I'm.                 |

STEP 1 GRAMMAR IN CONTEXT

Before You Read


PAIRS: What is the address of your school? Give the street and building number. Then give the address of another place you know.

EXAMPLES: Our school is at 270 First Avenue.  
The library is at 1140 Elm Street.

Read

Read the email messages.

**Subj:** Yuko's birthday  
**Date:** Wednesday, November 3  
**From:** judyjohnson@uw.edu  
**To:** mm@uw.edu




a birthday cake

Hi Mark,

I want to go to Yuko's party, but I don't have her address. **Where's** her new apartment?

Judy

**Subj:** Yuko's birthday  
**Date:** Wednesday, November 3  
**From:** mm@uw.edu  
**To:** judyjohnson@uw.edu



a gift

Hi Judy,

Her apartment is **on** First Avenue **between** Jackson and Main. (I think it's **at** 10 First Avenue, but I'm not sure.) It's **across from** a library and **next to** a gym. She's **on** the second floor, Apartment 2A. Take the number 4 bus. It stops **on the corner of** First and Jackson. (Her phone number is 206-555-2343.)

See you Saturday.


Mark

After You Read

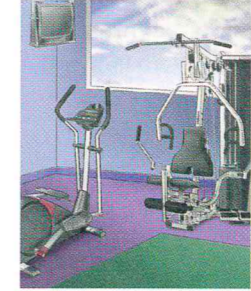
A | Practice PAIRS: Practice the opening readings. Each person reads an email.

B | Vocabulary Listen and repeat the words. Write new words in a notebook.


VOCABULARY




a supermarket



a gym



a library



an apartment building

ORDINAL NUMBERS

1st = first	3rd = third	5th = fifth	7th = seventh	9th = ninth
2nd = second	4th = fourth	6th = sixth	8th = eighth	10th = tenth

C | Vocabulary PAIRS: Give the location of a supermarket, a gym, and a library near your school.

EXAMPLE: Don's Supermarket is on Second Avenue. It's across from an apartment building and next to a library.

D | Comprehension Look again at the opening email messages. Then look at the map. What's Yuko's address? Complete the sentence.



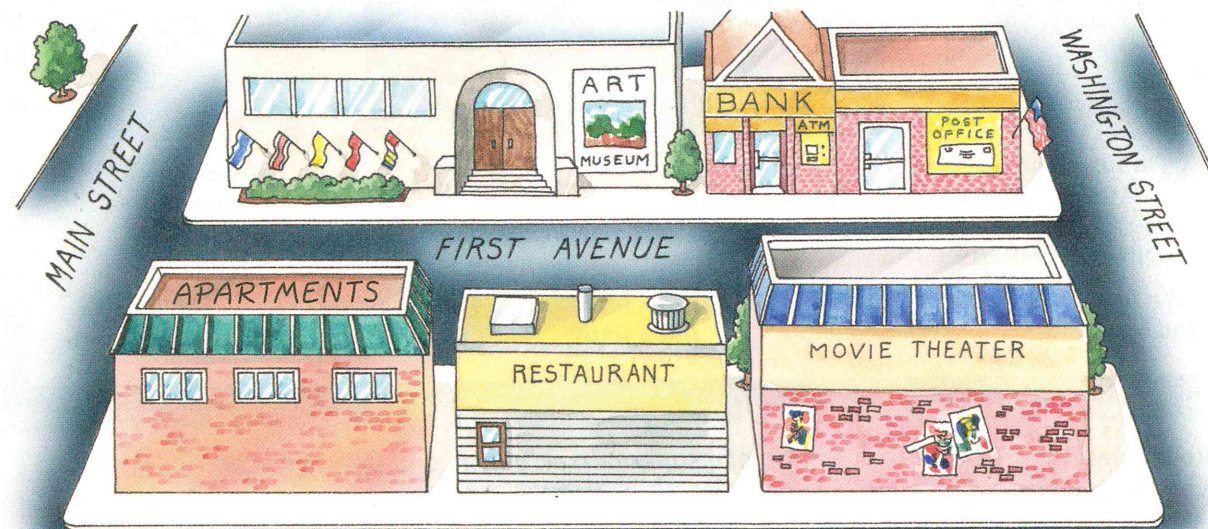
She lives at \_\_\_\_\_.

## STEP 2 GRAMMAR PRESENTATION

### PRESENT OF BE: QUESTIONS WITH WHERE

Questions with <i>Where</i>	Short Answers	Long Answers
Where is the art museum?	On First Avenue.	It's on First Avenue.
Where are Bruno and Elaine from?	Haiti.	They're from Haiti.

### PREPOSITIONS OF PLACE



The art museum is **on** First Avenue. It's **across from** an apartment building and a restaurant. The bank is **between** the art museum and the post office. The restaurant is **next to** the movie theater.

## GRAMMAR NOTES

<b>1</b>	Use <b>where</b> to ask questions about location.  <i>Where's</i> is the short form for <b>where is</b> .	<b>A: Where is</b> the restaurant? <b>B: It's</b> on First Avenue.  <b>A: Where's</b> the bank? <b>B: It's</b> next to the museum.
<b>2</b>	<b>In, on, at, next to, between,</b> and <b>across from</b> are prepositions of place. They tell the location of places and things.	<ul style="list-style-type: none"> <li>• My school is <b>in</b> Seattle.</li> <li>• It's <b>on</b> Main Street.</li> <li>• It's <b>next to</b> a bank.</li> </ul>
<b>3</b>	<b>at</b> + street address <b>on</b> + street name <b>on the</b> + floor <b>in</b> + city, state, country, or continent  <b>NOTE:</b> We don't always say "street" or "avenue" in informal speaking or writing.	<ul style="list-style-type: none"> <li>• My school is <b>at</b> 15 Main Street.</li> <li>• It is <b>on</b> Main Street.</li> <li>• My English class is <b>on the</b> second floor.</li> <li>• It is <b>in</b> Seattle.</li> </ul> <b>A: Where's</b> your school? <b>B: It's</b> on <b>Main</b> . OR It's on <b>Main Street</b> .
<b>4</b>	Use ordinal numbers for streets and floors.	<ul style="list-style-type: none"> <li>• It's on <b>Tenth</b> Street.</li> <li>• She's on the <b>second</b> floor.</li> </ul>

## STEP 3 FOCUSED PRACTICE

### EXERCISE 1: Discover the Grammar

Look at the map on page 50. Match the places and locations.

- |   |  |
|---|--|
| <p>___ 1. It's on First Avenue between Washington and Main. It's between a movie theater and an apartment building.</p> <p>___ 2. It's on the corner of First Avenue and Washington Street. It's next to a bank.</p> <p>___ 3. It's on the corner of First and Washington. It's next to a restaurant.</p> | <p>a. the post office</p> <p>b. the movie theater</p> <p>c. the restaurant</p> |
|---|--|

**EXERCISE 2: Prepositions of Place**

(Grammar Note 3)

Look at Yuko's business card. Complete the sentences.

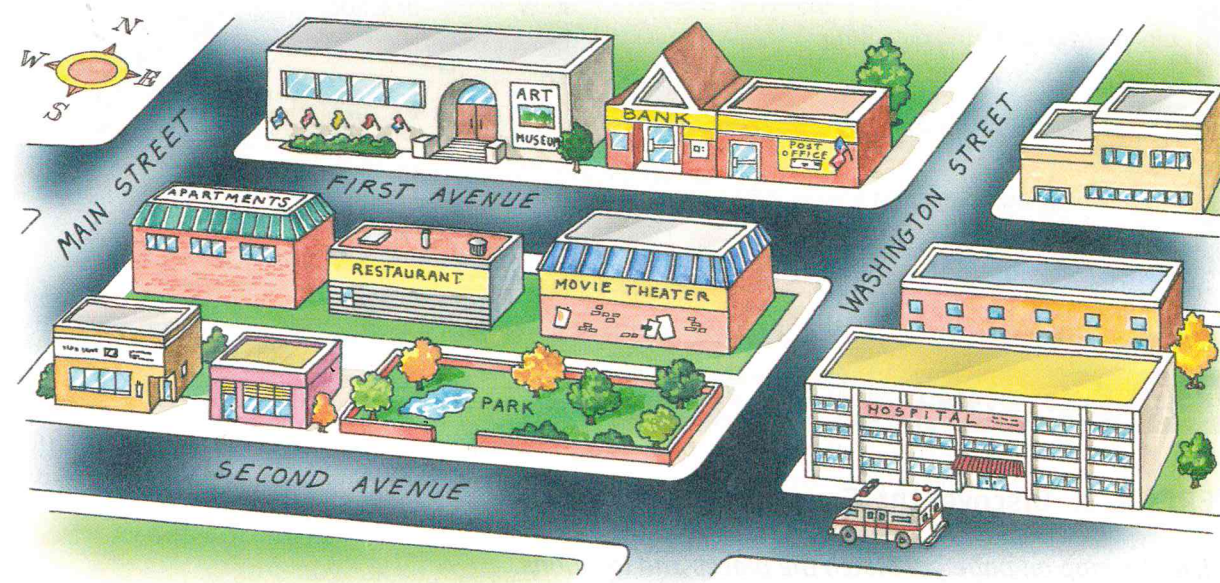
1. Yuko lives (city, state) \_\_\_\_\_.
2. She lives on \_\_\_\_\_ Avenue.
3. Her building is at \_\_\_\_\_.
4. Her apartment is \_\_\_\_\_ floor.



**EXERCISE 3: Using a Map**

(Grammar Notes 1-2)

Look at the map. The letters N, S, E, and W stand for north, south, east, and west. Match the questions and answers.



- |                                  |   |
|----------------------------------|---|
| _____ 1. Where's the art museum? | a. It's across from the hospital.                         |
| _____ 2. Where's the hospital?   | b. It's next to the bank.                                 |
| _____ 3. Where's the bank?       | c. It's between the art museum and the post office.       |
| _____ 4. Where's the park?       | d. It's on the northeast corner of Second and Washington. |

**EXERCISE 4: Questions about Location**

(Grammar Notes 1-3)

A | Complete the conversation. Write the correct sentences from the box.

Is it on Main Street?	Turn right at the corner.
Is this Main Street?	Where's First Avenue?

- MAN:** Excuse me. \_\_\_\_\_ 1.
- WOMAN:** Yes, it is. We're on Main Street near Second Avenue.
- MAN:** I'm looking for the post office. \_\_\_\_\_ 2.
- WOMAN:** No, it's not. It's on First Avenue.
- MAN:** Oh. \_\_\_\_\_ 3.
- WOMAN:** Walk to the corner of this street. \_\_\_\_\_ 4. The post office is next to the bank. It's on the corner of First and Washington.
- B |** Look at the map in Exercise 3. Where are the man and woman now? Put an X on the street.

**EXERCISE 5: Editing**

There are seven mistakes in the conversations. The first mistake is already corrected. Find and correct six more mistakes.

1. **A:** ~~Where's~~ <sup>Where</sup> are you from?  
**B:** I'm from Bogotá.  
**A:** Where is Bogotá?  
**B:** It's on Colombia.
2. **A:** Is your apartment in this floor?  
**B:** No, it's on the eight floor.
3. **A:** Where's the bookstore?  
**B:** It's First Avenue.  
**A:** Is it next the museum?  
**B:** Yes, it is.
4. **A:** Is the supermarket on First in Main and Washington?  
**B:** No, it's between Main and Jackson.

## STEP 4 COMMUNICATION PRACTICE

### EXERCISE 6: Listening

- A** | Look at the map on page 52. Listen to the conversation. Then complete the sentence. Circle the correct letter.

The man and the woman are on \_\_\_\_\_.

- a. Main Street                      b. Washington Street

- B** | Look at the map. Listen again. Write **supermarket** and **flower shop** on the correct buildings.

### EXERCISE 7: Pronunciation

- A** | Read and listen to the Pronunciation Note.

#### Pronunciation Note

Stress the first syllable of 30, 40, 50, 60, 70, 80, and 90.

Stress the first or last syllable of 13, 14, 15, 16, 17, 18, and 19.

- B** | Listen to the numbers.

thirteen—thirty

fourteen—forty

fifteen—fifty

sixteen—sixty

seventeen—seventy

eighteen—eighty

- C** | Listen to the conversations. Circle the correct letter.

1. a. 15                      b. 50  
2. a. 14                      b. 40  
3. a. 15                      b. 50  
4. a. 16                      b. 60

### EXERCISE 8: Locations in a Building

**GROUPS OF THREE:** Student A, ask where the places in the building are. Student B, give the floor and room number. Student C, close your book, listen to your partners, and write the information. Your partners check your information. Then change roles.

- EXAMPLE:** **Student A:** Where's Dr. Tran's office?  
**Student B:** It's on the first floor, in room 115.  
**Student C:** (Writes: Dr. Tran, 1st floor, room 115.)

<b>1st Floor</b>	
Dr. Jazmin Tran — Dentist	115
Dr. Suzanna Lim — Family Medicine	150
<b>2nd Floor</b>	
Nonna's Nail Salon	213
Ria's Spa	230
<b>3rd Floor</b>	
Passport Office	315
Phil's Photos	350

### EXERCISE 9: Locations in a Neighborhood

**PAIRS:** Take turns. Ask for the location of these places in your area: a park, a gym, an Italian restaurant, a hospital, a bank, a post office. Use **in, on, at, next to, between, or across from** in your answer.

- EXAMPLE:** **A:** Where's the nearest park?  
**B:** It's on Elm Street. It's across from Sinai Hospital. It's next to a big bank.

### EXERCISE 10: Writing

- A** | Make a class directory of places you like in your neighborhood. Each student gives the location for three places. Use prepositions of place. Add information about each place.

**EXAMPLE:** PIERRE'S CAFÉ—Pierre's Café is at 40 River Street. It's next to West Park. It's across from the library. It's open 7 days a week. The food is great.

- B** | Check your work. Use the Editing Checklist.

#### Editing Checklist

Did you use . . . ?

- prepositions of place correctly  
 correct spelling



Check your answers on page UR-0.  
Do you need to review anything?

**EXERCISE A**

Complete the passage. Choose the correct words in parentheses.

I live \_\_\_\_\_ 1. (in / at) \_\_\_\_\_ Denver. Denver is a big city \_\_\_\_\_ 2. (in / on) \_\_\_\_\_ Colorado. My apartment is \_\_\_\_\_ 3. (at / on) \_\_\_\_\_ 143 Oak Street. It's \_\_\_\_\_ 4. (across from / between) \_\_\_\_\_ 141 Oak Street and 145 Oak Street. I live \_\_\_\_\_ 5. (on / on the) \_\_\_\_\_ fourth floor.

**EXERCISE B**

Look at the map on page 52. Complete the sentences with **across from**, **between**, **next to**, **on**, or **on the corner of**.

- The movie theater is \_\_\_\_\_ First Avenue.
- The restaurant is \_\_\_\_\_ the apartment and the movie theater.
- The bank is \_\_\_\_\_ the movie theater.
- The art museum is \_\_\_\_\_ the bank.
- The park is \_\_\_\_\_ Second Avenue and Washington Street.

**EXERCISE C**

Correct the conversations. There are five mistakes.

- A:** Is your apartment in the second floor?  
**B:** No, it's on the three floor.
- A:** Where the bookstore?  
**B:** It's First Avenue.  
**A:** Is it next the museum?  
**B:** Yes, it is.

**PART**

**BE: PAST**



UNIT	GRAMMAR FOCUS	THEME
7	Past of <i>Be</i> : Statements, <i>Yes / No</i> Questions	Movies and Other Pastimes
8	Past of <i>Be</i> : <i>Wh-</i> Questions	Travel and Leisure Activities

STEP 1 GRAMMAR IN CONTEXT

Before You Read

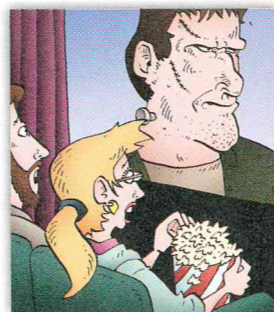
Check (✓) the sentences that are true for you. Then compare your answers with two other students' answers.

- \_\_\_ 1. I was asleep at 2 A.M. last night.
- \_\_\_ 2. I was awake at 6 A.M. this morning.
- \_\_\_ 3. I like movies.
- \_\_\_ 4. I was at a movie last night.

Read

Read the conversation.

**KATHY:** Hello?  
**AMANDA:** Hi, Kathy. This is Amanda.  
**KATHY:** Hi, Amanda. How's it going?  
**AMANDA:** Fine. Hey, Josh and I stopped by your house last night, but you **weren't** there. Or **were you** asleep? I guess we **were** there about 9:00.  
**KATHY:** Actually, I **wasn't** at home last night. I **was** at the movies.  
**AMANDA:** **Were you** with Olivia?  
**KATHY:** No, I **wasn't**.  
**AMANDA:** With Sally?  
**KATHY:** No.  
**AMANDA:** **Were you** alone?  
**KATHY:** Uh, no. I **was** with . . . someone. The movie **was** great. Really exciting. And funny too.  
**AMANDA:** Really! What movie **was** it?  
**KATHY:** *Frankenstein's Uncle*.



After You Read

A | Practice PAIRS: Practice the opening conversation.

B | Vocabulary Listen and repeat the words. Write new words in a notebook.

**VOCABULARY**

 <b>alone</b>	 <b>asleep</b>	 <b>awake</b>	 <b>funny</b>
 <b>scary</b>	 <b>interesting</b>	 <b>boring</b>	 <b>exciting</b>

C | Vocabulary PAIRS: List a movie for each of the adjectives: funny, scary, interesting, boring, exciting.

EXAMPLE: exciting: *Harry Potter and the Half-Blood Prince*

D | Comprehension Look again at the opening conversation. Write T (True) or F (False).

- T   1. Kathy is at home tonight.
- \_\_\_ 2. Kathy was at home last night at 9:00.
- \_\_\_ 3. Amanda and Josh were at Kathy's house last night.
- \_\_\_ 4. Kathy was alone at the movies last night.
- \_\_\_ 5. The movie was *Young Frankenstein*.

## STEP 2 GRAMMAR PRESENTATION

### PAST OF BE: AFFIRMATIVE STATEMENTS

Affirmative Statements	
was	were
I <b>was</b> at a movie last night. He <b>was</b> at home. She <b>was</b> at the gym. It <b>was</b> hot.	We <b>were</b> at a birthday party yesterday. You <b>were</b> great in the play. You and Ryan <b>were</b> both wonderful. They <b>were</b> at the soccer game.

### PAST OF BE: NEGATIVE STATEMENTS

Negative Statements	
was not	were not
I <b>was not</b> at home last night. He <b>wasn't</b> at a movie. She <b>wasn't</b> at the library. It <b>wasn't</b> cold yesterday.	We <b>were not</b> at home last night. You <b>weren't</b> in class yesterday. They <b>weren't</b> at the library yesterday.

### YES / NO QUESTIONS

Yes / No Questions	Short Answers	
	Affirmative	Negative
<b>was / were</b>		
<b>Was</b> I right?	Yes, you <b>were</b> .	No, you <b>weren't</b> .
<b>Was</b> he at home?	Yes, he <b>was</b> .	No, he <b>wasn't</b> .
<b>Was</b> she at the game?	Yes, she <b>was</b> .	No, she <b>wasn't</b> .
<b>Was</b> it cold yesterday?	Yes, it <b>was</b> .	No, it <b>wasn't</b> .
<b>Were</b> we right?	Yes, you <b>were</b> .	No, you <b>weren't</b> .
<b>Were</b> you at home?	Yes, I <b>was</b> .	No, I <b>wasn't</b> .
<b>Were</b> they at the game?	Yes, they <b>were</b> .	No, they <b>weren't</b> .

## GRAMMAR NOTES

<b>1</b>	The past of <b>be</b> has two forms: <b>was</b> and <b>were</b> . Use <b>was</b> with these subject pronouns: <i>I, he, she, and it</i> . Use <b>were</b> with these subject pronouns: <i>you, we, and they</i> .	<ul style="list-style-type: none"> <li>I <b>was</b> at a movie last night.</li> <li>The girls <b>were</b> at the library yesterday.</li> <li>They <b>were</b> at the library yesterday.</li> </ul>
<b>2</b>	Use <b>was</b> or <b>were + not</b> to make negative statements.  We often use the contractions <b>wasn't</b> and <b>weren't</b> in speaking and informal writing.	<ul style="list-style-type: none"> <li>I <b>was not</b> alone.</li> <li>You <b>were not</b> at home.</li> <li>I <b>wasn't</b> alone.</li> <li>You <b>weren't</b> at home.</li> </ul>
<b>3</b>	To ask a <i>yes / no</i> question, put <b>was</b> or <b>were</b> before the subject.	<p style="text-align: center;">SUBJECT</p> <ul style="list-style-type: none"> <li><b>Was</b> the movie interesting?</li> </ul> <p style="text-align: center;">SUBJECT</p> <ul style="list-style-type: none"> <li><b>Were</b> you alone at the movie?</li> </ul>
<b>4</b>	You can use a subject pronoun and <b>was, wasn't, were, or weren't</b> in short answers.  You can also just answer <i>yes</i> or <i>no</i> , then give more information.	<p><b>A:</b> Was Mary at the library yesterday? <b>B:</b> Yes, <b>she was</b>.</p> <p><b>A:</b> Were your friends at home last night? <b>B:</b> No, <b>they were at a concert</b>.</p>

## STEP 3 FOCUSED PRACTICE

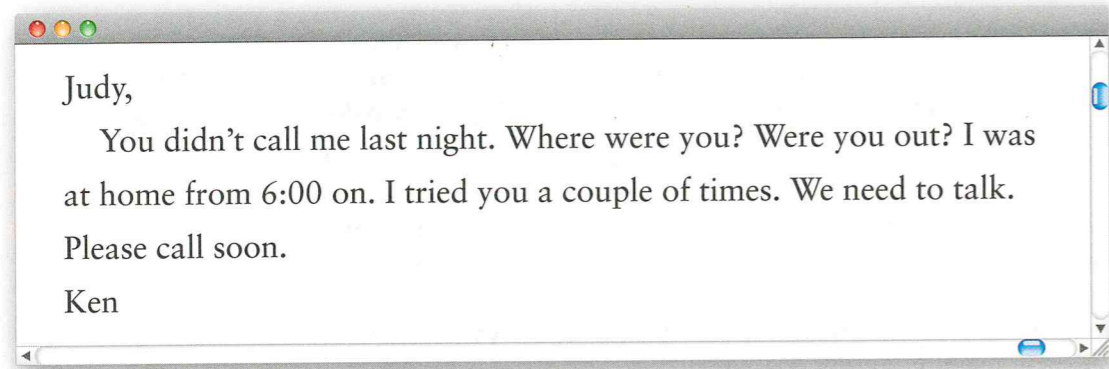
### EXERCISE 1: Discover the Grammar

**A** | Circle the subjects and underline the past forms of **be**. Then match the questions and answers.

- d 1. Were you at home yesterday?
- \_\_\_ 2. Was he in class yesterday?
- \_\_\_ 3. Was the concert good?
- \_\_\_ 4. Was the movie interesting?
- \_\_\_ 5. Was Susan at the library yesterday?
- \_\_\_ 6. Were you at the ball game last night?

- a. No, it wasn't. The music was pretty bad.
- b. Yes, she was. We were both there.
- c. Yes, I was. It was a really exciting game.
- d d. No, I wasn't. I was at a concert.
- e. No, he wasn't. He was sick.
- f. Yes, it was. Johnny Depp is a great actor.

B | Read the email. Underline the past forms of **be** and circle their subjects.



**EXERCISE 2: Was and Were**

(Grammar Note 1)

Look at the pictures. Where were the people last night? Complete the sentences. Use **was** or **were** and a phrase.



- Last night, Tim and Jessica were at the movies.
- Mary, Annie, and Ben \_\_\_\_\_.
- Jeremy \_\_\_\_\_.
- Mark \_\_\_\_\_.
- Steve and his father \_\_\_\_\_.
- Judy \_\_\_\_\_.

**EXERCISE 3: Affirmative and Negative**

(Grammar Notes 3-4)

Complete the conversation with **was**, **wasn't**, **were**, or **weren't**.

- A: Was <sup>1.</sup> Joan in class yesterday morning?  
 B: Yes, she was <sup>2.</sup>.  
 A: Were <sup>3.</sup> you at home last night?  
 B: No, I wasn't <sup>4.</sup>. I was <sup>5.</sup> at the movies.  
 A: Were <sup>6.</sup> the kids with you?  
 B: No, they were not <sup>7.</sup>. They were <sup>8.</sup> at a concert.

**EXERCISE 4: Questions and Answers**

(Grammar Notes 1-4)

Answer the questions. Use short answers with **was** or **were**. Then provide more information.

- Were you late to class yesterday morning?  
 Yes, I was. The bus was late.  
 (The bus / late)
- Were you at a concert yesterday evening?  
 No, I was not. I was at home.  
 (I / at home)
- Were you and Jessica at home last night?  
 No, we were not. We were at a play.  
 (We / at a play)
- Was Annie with you at the library yesterday afternoon?  
 No, she was not. She was at a soccer game.  
 (She / at a soccer game)
- Were you and Tim at the movies last night?  
 Yes, we were, but the film was boring.  
 (the film / boring)
- Was Jeremy at school yesterday?  
 Yes, he was, but he was only in the morning.  
 (he / there)

### EXERCISE 5: Editing

There are seven mistakes in the note. The first mistake is already corrected. Find and correct six more mistakes.

Mark,  
 Sorry I ~~was~~<sup>wasn't</sup> home last night. I were at a basketball game.  
 Amanda and Josh was with me. It were really exciting.  
 Where were you on Tuesday afternoon? Susan and Brent  
 and I are at the soccer game, but you were there. Too bad. It  
 is really exciting.  
 I'll talk to you soon. Call me.  
 Kathy

## STEP 4 COMMUNICATION PRACTICE

### EXERCISE 6: Pronunciation

**A** Listen to the sentences. Mark each sentence **A (Affirmative)** or **N (Negative)**. Circle **was** or **wasn't**, **were**, or **weren't**.

- N 1. I **was** / **wasn't** at school yesterday.  
 \_\_\_ 2. It **was** / **wasn't** hot yesterday.  
 \_\_\_ 3. They **were** / **weren't** at the rock concert last night.  
 \_\_\_ 4. My friend **was** / **wasn't** with me at the movies.  
 \_\_\_ 5. She **was** / **wasn't** asleep at midnight.  
 \_\_\_ 6. We **were** / **weren't** at the soccer game.

**B** PAIRS: Say each sentence in the affirmative or the negative. Your partner says which one you said.

### EXERCISE 7: Listening

Listen to the message on the answering machine. Check (✓) **T (True)**, **F (False)**, or **NI (No Information)**.

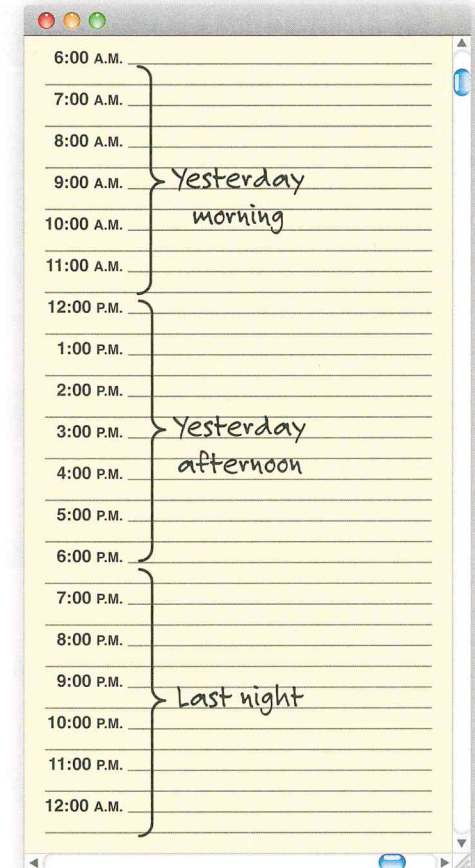
- |  | T                        | F                                   | NI                       |
|--|--------------------------|-------------------------------------|--------------------------|
| 1. Mark is at home now.                | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. Josh was at the movies last night.  | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 3. Amanda was at home last night.      | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 4. Josh was alone at the movies.       | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 5. The movie was <i>Transformers</i> . | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 6. The movie was exciting.             | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 7. The theater was too hot.            | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |



### EXERCISE 8: Ask and Answer

PAIRS: Practice asking and answering the questions. Ask a partner. Then your partner asks you.

- A:** Were you at \_\_\_\_\_ (school / work / home) (yesterday morning / yesterday afternoon / last night)?  
**B:** No, I wasn't. I was at \_\_\_\_\_ (the movies / a concert / a game).  
**A:** What \_\_\_\_\_ (movie / concert / game)?  
**B:** \_\_\_\_\_.  
**A:** How was it?  
**B:** It was \_\_\_\_\_ (great / pretty good / pretty bad / awful).



## EXERCISE 9: Describe an Event

Tell a partner about a movie, a play, a concert, or a game. How was it? Use the words from the box.

boring exciting funny interesting scary

- EXAMPLE: **A:** I was at the movies last night. I saw *No Country for Old Men*.  
**B:** Was it good?  
**A:** Yes! It was exciting—and pretty scary.

## EXERCISE 10: Writing

**A** | Write six sentences about a movie, play, concert, or game. Say what it was, how it was, and who was in it. Use the past of **be**. Use vocabulary from the unit.

EXAMPLE: I was at a movie last night. The movie was *Julie and Julia*. It was very funny . . .

**B** | Check your work. Use the Editing Checklist.

### Editing Checklist

Did you use . . . ?

- the past of **be** correctly
- vocabulary from the unit
- correct spelling

# UNIT 7 Review

Check your answers on page UR-1.  
Do you need to review anything?

## EXERCISE A

Complete the conversation with **was**, **wasn't**, **were**, or **weren't**.

- A:** \_\_\_\_\_ you and your friends at the movies yesterday?  
1.
- B:** No, we \_\_\_\_\_. We \_\_\_\_\_ at a soccer game.  
2. 3.
- A:** \_\_\_\_\_ the game interesting?  
4.
- B:** No, it \_\_\_\_\_. It \_\_\_\_\_ boring.  
5. 6.

## EXERCISE B

Answer the questions with short answers. Then provide more information. Use **was** or **were** and the words in parentheses.

1. Was Tim at home last night?

No, \_\_\_\_\_.  
(He / at the library)

2. Were your brothers at school today?

No, \_\_\_\_\_.  
(They / sick)

## EXERCISE C

Correct the errors in the email message. There are five mistakes.

Kathy,  
Sorry I weren't at the basketball game on Tuesday afternoon. I were sick at home. It be really boring.  
Are you at the gym yesterday? Was Amanda and Josh there?  
Mark

# UNIT 8 Past of *Be*: Wh- Questions

## TRAVEL AND LEISURE ACTIVITIES

### STEP 1 GRAMMAR IN CONTEXT

#### Before You Read

**GROUPS:** Talk about your last vacation. Where were you? How was the vacation? How was the weather?

#### Read

**Read the conversation.**

**JASON:** Hi, Mark.

**MARK:** Hey, Jason.

**JASON:** Welcome back. **How was** your vacation?

**MARK:** Great.

**JASON:** You look good. **Where were** you?

**MARK:** In Spain.

**JASON:** Nice. **How long were** you there?

**MARK:** Ten days. Ten wonderful days.

**JASON:** That's a long vacation. My parents were there last month. It was hot. **How was** the weather?

**MARK:** Hot and sunny. But it was cool at the beach.

**JASON:** And the food?

**MARK:** Delicious.

**JASON:** So . . . were you on a tour?

**MARK:** No, but I was with a guide.

**JASON:** A guide? **Who was** your guide?

**MARK:** Remember Kathy? At Amanda's wedding? The travel agent?

**JASON:** Sure.

**MARK:** Well, she's in Barcelona this month. She was my guide.

**JASON:** You lucky man!








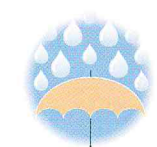







#### After You Read

**A | Practice PAIRS:** Practice the opening conversation.

**B | Vocabulary** Listen and repeat the words. Write new words in a notebook.

### VOCABULARY

				
<b>a vacation</b>	<b>a tour</b>	<b>a guide</b>	<b>the weather</b>	
				
<b>sunny</b>	<b>windy</b>	<b>cloudy</b>	<b>rainy</b>	
<b>C</b> 40° 30° 20° 10° 0° -10° -20° -30° <b>F</b> 110° 100° 90° 80° 70° 60° 50° 40° 30° 20° 10° 0° -10° -20°				
				
<b>hot</b>	<b>warm</b>	<b>cool</b>	<b>cold</b>	<b>freezing</b>

**C | Vocabulary PAIRS:** Talk about the weather in your city every day last week. How was the weather each day last week?

**EXAMPLE:** **A:** I think it was hot on Monday. **B:** And it was cloudy on Tuesday.

**D | Comprehension** Look again at the opening conversation. There are six mistakes in the passage. The first mistake is already corrected. Find and correct five more mistakes.

Mark was in Spain for <sup>ten</sup>seven days. The weather was sunny and cool, but it was hot at the beach. Jason's cousins were in Spain last month. The weather was rainy then. The food in Spain was delicious. Mark's trip was great. Amanda's friend Kathy was his guide. She was in Madrid for a month.

## STEP 2 GRAMMAR PRESENTATION

### PAST OF BE: WH- QUESTIONS

Wh- Questions	Short Answers	Long Answers
Where were you?	(In) Spain.	I was in Spain.
Who were you with?	Friends.	I was there with friends.
How was the weather?	Hot.	It was hot.
How long were you there?	Ten days.	I was there for ten days.

Questions about the Subject	Short Answers	Long Answers
Who was in Spain?	Mark (was).	Mark was in Spain.

### GRAMMAR NOTES

1	Some <i>wh-</i> questions start with <b>where, when, who, what, how, or how long</b> . These words ask for information.  In informal conversation, <b>answers</b> are usually <b>short</b> .	<b>A:</b> How was your weekend? <b>B:</b> Great!
2	Use <b>where</b> to ask about a location.  Use <b>when</b> to ask about a time.	<b>A:</b> Where were you? <b>B:</b> In Spain.  <b>A:</b> When were you there? <b>B:</b> In June.
3	Use <b>who</b> to ask about a person.	<b>A:</b> Who was in Spain? <b>B:</b> Mark.  <b>A:</b> Who were you with? <b>B:</b> A friend.
4	Use <b>how</b> to ask for a description.	<b>A:</b> How was your vacation? <b>B:</b> Wonderful!
5	Use <b>how long</b> to ask for a length of time.	<b>A:</b> How long was the game? <b>B:</b> Two hours.
6	Use <b>it</b> to talk about the weather.	<ul style="list-style-type: none"> <li>• It was hot.</li> <li>• It was sunny.</li> </ul>

## STEP 3 FOCUSED PRACTICE

### EXERCISE 1: Discover the Grammar

Circle the question word. Underline the past forms of **be**. Then match the questions and answers.

- |   |                                   |
|---|-----------------------------------|
| <u>b</u> 1. <u>Where</u> were you last night? | a. It was warm.                   |
| ___ 2. Who was with you?                      | b. I <u>was</u> at a soccer game. |
| ___ 3. How was the game?                      | c. Two hours.                     |
| ___ 4. How long was the game?                 | d. He was on vacation in Miami.   |
| ___ 5. How was the weather?                   | e. My sister.                     |
| ___ 6. Where was your brother?                | f. Exciting.                      |

### EXERCISE 2: Word Order

(Grammar Notes 1–5)

Put the words in the correct order. Make conversations.

- |   |   |
|---|---|
| 1. <b>A:</b> How / your weekend / was /       | <b>A:</b> <u>How was your weekend</u> ? |
| <b>B:</b> was / It / great /                  | <b>B:</b> _____.                        |
| 2. <b>A:</b> you / were / Where /             | <b>A:</b> _____?                        |
| <b>B:</b> a jazz concert / At /               | <b>B:</b> _____.                        |
| 3. <b>A:</b> was / When / the concert /       | <b>A:</b> _____?                        |
| <b>B:</b> last night / was / It /             | <b>B:</b> _____.                        |
| 4. <b>A:</b> the musician / Who / was /       | <b>A:</b> _____?                        |
| <b>B:</b> was / Diana Krall / It /            | <b>B:</b> _____.                        |
| 5. <b>A:</b> the concert / long / was / How / | <b>A:</b> _____?                        |
| <b>B:</b> two hours / It / was /              | <b>B:</b> _____.                        |



### EXERCISE 3: Past Wh- Questions

(Grammar Notes 1-5)

Write questions about the underlined words.

- A: How was the weather?  
B: It was sunny.
- A: \_\_\_\_\_ at the movies?  
B: Mark was.
- A: \_\_\_\_\_ Pierre on Monday?  
B: He was in Paris.
- A: \_\_\_\_\_?  
B: The party was yesterday.
- A: \_\_\_\_\_?  
B: Mark and Jason were with Kathy.
- A: \_\_\_\_\_ the movie?  
B: The movie was three hours long.
- A: \_\_\_\_\_?  
B: His parents were in Spain.
- A: \_\_\_\_\_?  
B: Our guide was great.

### EXERCISE 4: Past Wh- Questions

(Grammar Notes 1-5)

Complete the conversation with past wh- questions.

- A: You weren't in class last week. Where \_\_\_\_\_?  
1.
- B: I was in London.
- A: In London? Why?
- B: It was my brother's wedding. His wife is British.
- A: How \_\_\_\_\_?  
2.
- B: The wedding was wonderful.
- A: How long \_\_\_\_\_?  
3.
- B: I was in London for just four days.

A: How \_\_\_\_\_?  
4.

B: It wasn't so nice. It was cold and rainy, but the people were great, and we had a terrific time.

### EXERCISE 5: Editing

There are eight mistakes in the conversations. The first mistake is already corrected. Find and correct seven more mistakes.

- A: How ~~were~~ <sup>was</sup> your weekend?  
B: Saturday evening was great.  
A: Where was you?  
B: At a soccer game.  
A: How the game was?  
B: Exciting and long.  
A: How long were it?  
B: Three hours.
- A: How were your vacation?  
B: OK.  
A: Where you were?  
B: Was at the beach.  
A: How the weather?  
B: Cool and rainy.  
A: That's too bad.

## STEP 4 COMMUNICATION PRACTICE

### EXERCISE 6: Listening

**A** | Listen to the conversation. Circle the correct letter.

- How was Jason's weekend?  
a. Very good.  
b. Good.  
c. Not so good.
- How was Mark's weekend?  
a. Very good.  
b. Good.  
c. Not so good.

**B** | Listen again. Circle the correct letter to complete the sentences.

- Jason was at \_\_\_\_\_.  
a. the beach  
b. the movies  
c. home
- The weather was \_\_\_\_\_.  
a. sunny and cool  
b. sunny and hot  
c. sunny and cold
- Mark was at \_\_\_\_\_.  
a. the beach  
b. the movies  
c. home
- Mark was busy with \_\_\_\_\_.  
a. work  
b. homework  
c. friends from high school

## EXERCISE 7: Pronunciation

**A** | Listen to the **wh-** words in the questions. Circle the question words that begin with the /w/ sound.

1. Where were you?
2. Who were you with?
3. When were you there?
4. What was your flight number?
5. What was the weather like on Saturday?
6. Who was in Seoul?

**B** | Listen again and practice.

## EXERCISE 8: Clarification

Read a sentence to your partner. Cough at the blank. Your partner says, "What was that?" and asks a question. Answer the question.

**EXAMPLE:** **Student A:** It was (COUGH) and rainy yesterday.  
**Student B:** What was that? How was the weather?  
**Student A:** It was cold and rainy.

1. It was \_\_\_\_\_ and rainy yesterday.
2. My cousin was in \_\_\_\_\_ for a week.
3. \_\_\_\_\_ was at a concert last night.
4. We were on vacation for \_\_\_\_\_ days.
5. My uncle was in Venice last \_\_\_\_\_.
6. It was \_\_\_\_\_ and sunny in Miami every day last week.
7. My friends were in \_\_\_\_\_ last summer.
8. I was in \_\_\_\_\_ on Monday.
9. \_\_\_\_\_ were in Tokyo on Tuesday.
10. It was \_\_\_\_\_ and cold on Wednesday.

## EXERCISE 9: Who Was Really There?

**A** | **GROUPS OF THREE:** Choose a place where only one student was.

All three students say, "I was in \_\_\_\_\_."

**EXAMPLE:** **Student A:** I was in Mexico City.  
**Student B:** I was in Mexico City.  
**Student C:** I was in Mexico City.

**B** | The class asks the three students questions.

**EXAMPLES:** Where is Mexico City? What is a famous landmark? How big is the city? What kind of public transportation is there?

**C** | Students A, B, and C answer the questions. The class guesses who was really there.

## EXERCISE 10: Writing

**A** | Write about your last vacation. Tell about the weather. Use vocabulary from the unit. Use the past of **be**.

**B** | Check your work. Use the Editing Checklist.

### Editing Checklist

Did you use . . . ?

- vocabulary from the unit
- the past of **be** correctly
- correct spelling

**C** | **PAIRS:** Read your sentences to your partner. Ask questions.

Check your answers on page UR-1.  
Do you need to review anything?

**EXERCISE A**

Put the words in the correct order. Make a conversation.

- A: were / Where / last night / you \_\_\_\_\_ ?  
 B: at the movies / was / I / \_\_\_\_\_ .  
 A: the movie / was / How / \_\_\_\_\_ ?  
 B: funny / was / It / \_\_\_\_\_ .  
 A: you / with / were / Who / \_\_\_\_\_ ?  
 B: with Jane and Andrew / I / was / \_\_\_\_\_ .

**EXERCISE B**

Complete the conversations with **Who, Where, When, How, or How long.**

1. A: \_\_\_\_\_ were you last night?  
 B: At the supermarket.
2. A: \_\_\_\_\_ was the weather?  
 B: It was freezing.
3. A: \_\_\_\_\_ was with you?  
 B: My roommate.
4. A: \_\_\_\_\_ was the concert?  
 B: One hour.
5. A: \_\_\_\_\_ were you at the beach?  
 B: Yesterday.

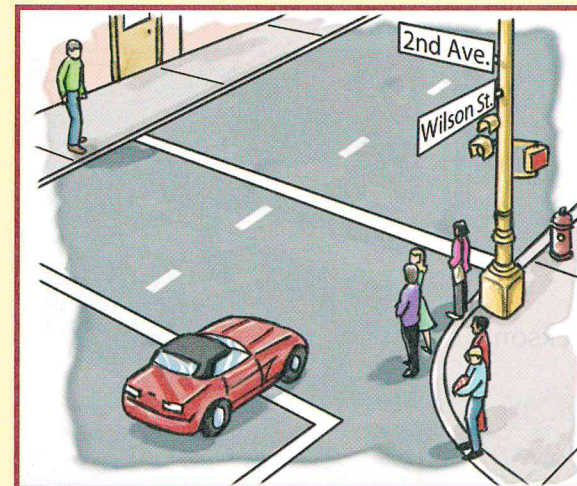
**EXERCISE C**

Correct the conversation. There are four mistakes.

- A: Hi. How were your vacation?  
 B: It great.
- A: Where was you?  
 B: In London.
- A: In London? How the weather was?  
 B: It was rainy.

PART **IV**

**IMPERATIVES; SIMPLE PRESENT: STATEMENTS**



UNIT	GRAMMAR FOCUS	THEME
9	Imperatives	Giving Directions
10	Simple Present: Statements	Likes and Dislikes

# UNIT 9 Imperatives

## GIVING DIRECTIONS

### STEP 1 GRAMMAR IN CONTEXT

#### Before You Read

PAIRS: Name a good restaurant. Your partner asks, "Where is it? How do you get to it?"

#### Read

Read the conversation.

MARK: Is the restaurant close? I'm hungry.

STEVE: Yes, it is.

MARK: Is it good?

STEVE: **Don't worry.** It's very good. It's Indian.

MARK: Great. I love Indian food.

STEVE: Now **drive** to the corner and **turn** left at Jackson Street.

MARK: At the gas station?

STEVE: Yes. Then **go** two blocks on Jackson.

MARK: Got it.<sup>1</sup>

STEVE: OK. **Turn** right at the next corner.

MARK: At Third Avenue?

STEVE: Yes. The restaurant is on the corner on your right.

MARK: Is that it?

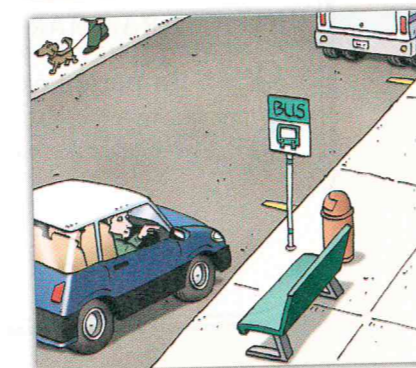
STEVE: Yes, it is. **Don't park** here. It's a bus stop. **Park** behind the truck.

MARK: OK. **Please hand** me my jacket. . . . Uh, **wait** a second . . . Steve? The restaurant is empty.

STEVE: Really? It's usually packed.<sup>2</sup>

MARK: Is that a sign on the door?

STEVE: Uh-huh . . . Closed for vacation.







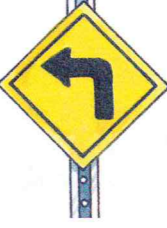







#### After You Read

A | **Practice** PAIRS: Practice the opening conversation.

B | **Vocabulary** Listen and repeat the words. Write new words in a notebook.

### VOCABULARY

			
a gas station	a restaurant	a bus stop	a truck
			
a sign	empty	turn left	turn right
			
walk	drive	park	at the corner

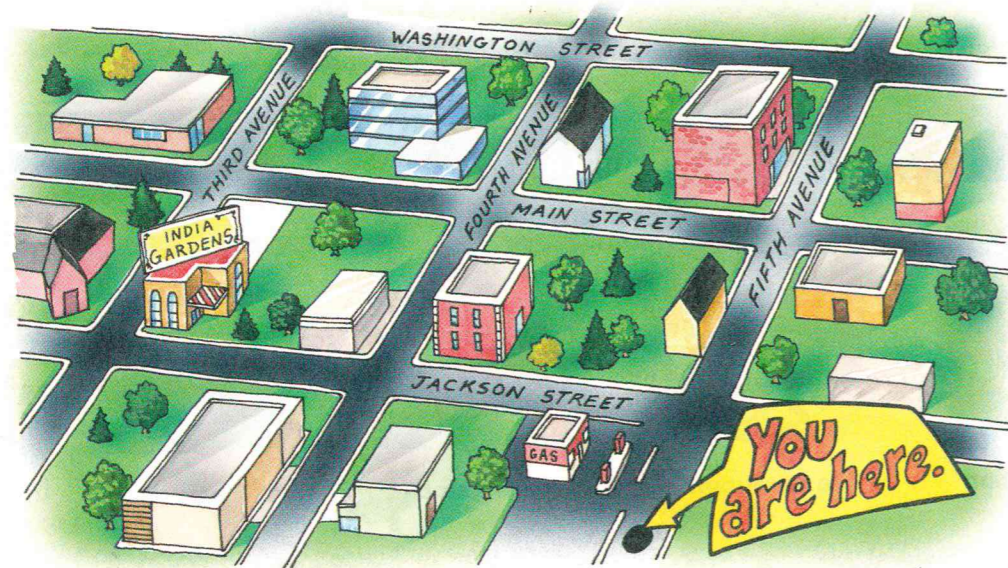
C | **Vocabulary** PAIRS: Are these signs near your school? Where are they?

- a. Walk / Don't walk
- b. Drive slowly
- c. Stop
- d. Don't walk on the grass

<sup>1</sup> Got it: I understand.

<sup>2</sup> packed: filled with people

D | **Comprehension PAIRS:** Look again at the opening conversation. Then look at the map. Draw Mark's route. Draw an X at the restaurant.



## STEP 3 FOCUSED PRACTICE

### EXERCISE 1: Discover the Grammar

Read the sentences. Underline the negative imperatives. Then match the sentences.

- |                                       |                          |
|---------------------------------------|--------------------------|
| <u>c</u> 1. <u>Don't walk.</u>        | a. Please open the door. |
| ___ 2. Don't park there.              | b. Turn right.           |
| ___ 3. My hands are full.             | <u>c</u> . Take a bus.   |
| ___ 4. Don't turn left at the corner. | d. It's a bus stop.      |
| ___ 5. Don't worry.                   | e. It's next to you.     |
| ___ 6. Please hand me the dictionary. | f. You're not late.      |

### EXERCISE 2: Directions

(Grammar Notes 1-3)

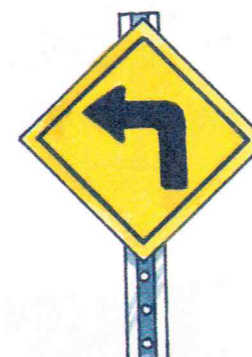
Look at the pictures. Write the correct sentences from the box.

Don't park here.

Make a U-turn.

Turn left.

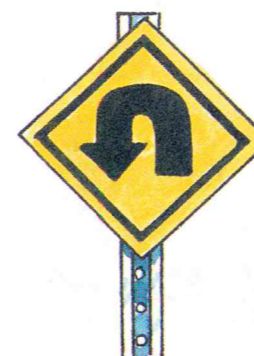
Turn right.



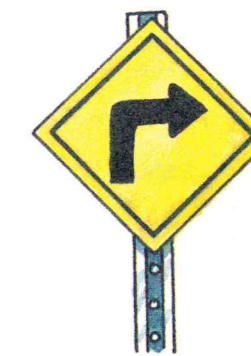
1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_

## STEP 2 GRAMMAR PRESENTATION

### IMPERATIVES

Affirmative	Negative
Turn left.	Don't turn right.
Park here.	Don't park there.

### GRAMMAR NOTES

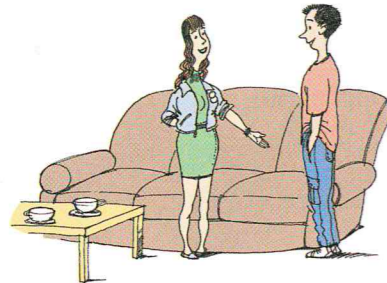
1	Use the imperative for <b>directions, instructions, and requests.</b>	<ul style="list-style-type: none"> <li>• Turn left. (direction)</li> <li>• Answer the questions. (instruction)</li> <li>• Please hand me my jacket. (request)</li> </ul>
2	Use the <b>base form</b> of the verb for the imperative.	<ul style="list-style-type: none"> <li>• Open the door.</li> </ul>
3	Use <b>do not</b> + the <b>base form</b> for the negative form of the imperative.  <b>Don't</b> is the short form (contraction) of <b>do not</b> .	<ul style="list-style-type: none"> <li>• Do not park here.</li> <li>• Don't park here.</li> </ul>
4	<b>Please</b> makes a request more <b>polite</b> . Please comes at the beginning or at the end of the sentence.	<ul style="list-style-type: none"> <li>• Please help me.</li> <li>OR</li> <li>• Help me, please.</li> </ul>

**EXERCISE 3: Commands and Requests**

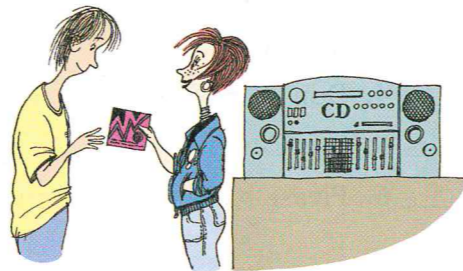
(Grammar Notes 1-4)

Look at the pictures. What are the people saying? Write the correct sentences from the box.

- |                             |                             |                          |
|-----------------------------|-----------------------------|--------------------------|
| Close the window, please.   | Listen to this CD.          | Please turn to page six. |
| Don't go in the deep water. | Please don't smoke.         | Try this cake.           |
| Don't read this book.       | <del>Please sit down.</del> |                          |



1. *Please sit down.*



2. \_\_\_\_\_



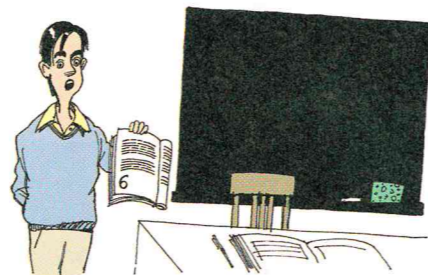
3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_

**EXERCISE 4: Responding to Imperatives**

(Grammar Notes 1-4)

A | Look at sentence A. Follow the instructions.

- Circle the word *open*.
- Underline the word *not*.
- Change the word *window* to *door*.
- Change *do not* to the short form.
- Write the new sentence on the line.

A. Do not open the window.

\_\_\_\_\_

B | Look at sentence B. Follow the instructions.

- Add *please* to the sentence.
- Change *do not* to the short form.
- Change *driveway* to *garage*.
- Write the new sentence on the line.

B. Do not park in the driveway.

\_\_\_\_\_

**EXERCISE 5: Editing**

There are seven mistakes in the sentences. The first mistake is already corrected. Find and correct six more mistakes.

1. Please ~~not to~~ <sup>don't</sup> open your book.
2. You no sit here. It's not your seat.
3. Study please page 3.
4. Completes the sentences.
5. Don't please drive fast.
6. No close the window. Keep it open.
7. Don't to turn left. Turn right at the corner.

**STEP 4 COMMUNICATION PRACTICE**

**EXERCISE 6: Listening**

A | Listen to the conversation between a new and an old student. Read the question. Then listen again. Complete the sentence.

The woman asks for directions to two places. What places are they?

The \_\_\_\_\_ and the \_\_\_\_\_.

B | Listen again. Complete the sentences with directions to both places.

1. Go down the hall <sup>1.</sup>. Then turn <sup>2.</sup> \_\_\_\_\_. It's between the <sup>3.</sup> \_\_\_\_\_ and the <sup>4.</sup> \_\_\_\_\_.
2. It's on <sup>5.</sup> \_\_\_\_\_ floor. Go down <sup>6.</sup> \_\_\_\_\_ flight. Turn <sup>7.</sup> \_\_\_\_\_. It's <sup>8.</sup> \_\_\_\_\_ to the <sup>9.</sup> \_\_\_\_\_ lounge.

## EXERCISE 7: Pronunciation

**A** Listen and practice.

1. a. **sit** Don't **sit** there.      b. **seat** Take this **seat**.
2. a. **hit** Don't **hit** me.      b. **heat** Turn on the **heat**.
3. a. **Kip** Please feed **Kip**.      b. **keep** **Keep** your cell phone on.
4. a. **his** **His** name is Steve.      b. **he's** **He's** a teacher.
5. a. **it** It isn't good.      b. **eat** Don't **eat** the orange.

**B** Listen to the sentences. Check (✓) the sounds you hear.

	/ɪ/ (bit, hit)	/i/ (beat, heat)
1.		✓
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		

## EXERCISE 8: Make Requests

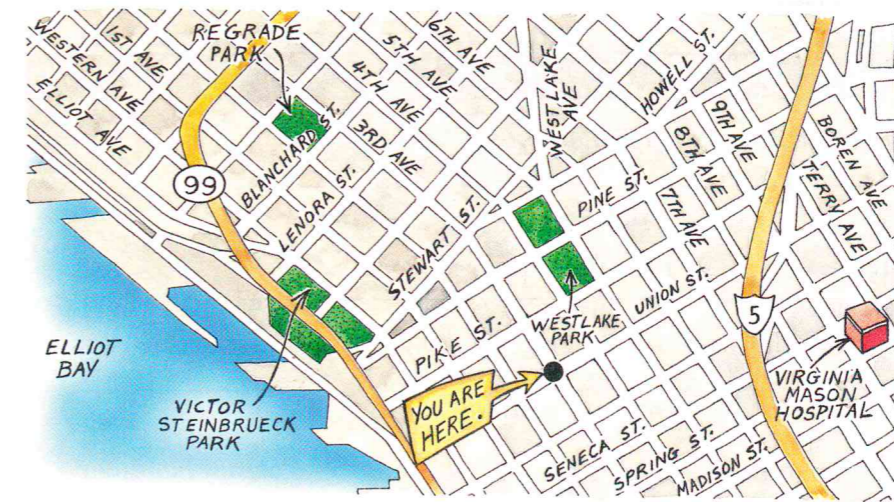
**GROUPS OF FOUR:** Student A, make a request. Use a verb from the box. Student B, say the negative and make a new request. Students C and D do the same. Then Student D starts a new round with a new verb.

close	give me	hand me	open	turn to	write
-------	---------	---------	------	---------	-------

**EXAMPLE:** **Student A:** Please open the door.  
**Student B:** Please don't open the door. Open the window.  
**Student C:** Please don't open the window. Open the dictionary.  
**Student D:** Please don't open the dictionary. Open the book.

## EXERCISE 9: Directions

**A** **PAIRS:** Look at the map. Read the directions to a park aloud. Your partner listens and checks (✓) the correct park.



**Directions:** You are at Union Street and Third Avenue. Walk two blocks on Third Avenue to Pine Street. Turn right. Then go one block. Where are you?

- \_\_\_ 1. Westlake Park
- \_\_\_ 2. Victor Steinbrueck Park
- \_\_\_ 3. Regrade Park

**B** Switch roles. Start at the same place. Give directions to the other parks. Your partner names the park.

## EXERCISE 10: Writing

**A** Write directions to a place near your school. Use vocabulary from the unit. Use the imperative.

**B** Check your work. Use the Editing Checklist.

### Editing Checklist

- Did you use . . . ?
- vocabulary from the unit
  - the imperative correctly
  - correct spelling

**C** Read your directions to the class. The class names the place.

**EXAMPLE:** **Student A:** Turn right at the corner. Go two blocks. It's in the middle of the block.  
**Student B:** Is it the public library?  
**Student A:** Yes, it is.

Check your answers on page UR-1.  
Do you need to review anything?

**EXERCISE A**

Complete the sentences. Write the correct forms of the words from the box.

not, eat	not, worry	turn
not, open	read	

- Please \_\_\_\_\_ the window. It's cold.
- \_\_\_\_\_ this book. It's really interesting
- \_\_\_\_\_ those muffins. They're terrible.
- \_\_\_\_\_. We aren't late.
- \_\_\_\_\_ left at the next corner.

**EXERCISE B**

Look at the sentence. Follow the instructions.

- Circle the word *not*.
- Underline the word *start*.
- Change *do not* to the short-form.
- Change the number 9 to 10.
- Write the new sentence on the line.

Do not start Unit 9.

---

**EXERCISE C**

Correct the sentences. There are five mistakes.

- Please to stop at the corner.
- You not make a U-turn.
- Turns right, please.
- Don't please park here.
- Don't to turn left.

**STEP 1 GRAMMAR IN CONTEXT**

**Before You Read**

PAIRS: Which of these things or activities do you like? Which don't you like? Say "I like" or "I don't like" for each one.

cars	computers	magazines	parties	sports	travel
classical music	exams	novels	rap music	texting	TV

EXAMPLE: I like TV. OR I don't like TV.

**Read**

**TP** Read the conversation.

**JUDY:** I **need** more coffee. Would you like some?

**MARK:** Yes, please.

**JUDY:** Here you go.

**MARK:** Thanks.

**JUDY:** Oh! New photos?

**MARK:** Yes . . . Look at this one. This **is** my brother, Nick. He **lives** in Kenya. He **teaches** English there.

**JUDY:** In Kenya? Wow! . . . He **looks** like you.

**MARK:** I **know**. We both **have** brown hair and green eyes.

**JUDY:** And you're both tall.

**MARK:** But we're different in a lot of ways.

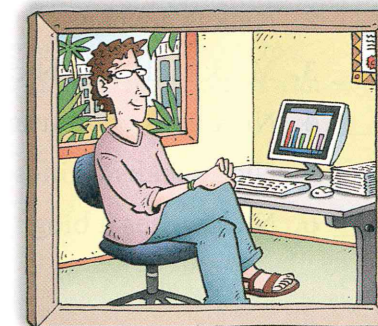
**JUDY:** How?

**MARK:** Well, I **like** people and parties. Nick **likes** computers. Nick **doesn't like** parties.

**JUDY:** Anything else?

**MARK:** Uh-huh. I **speak** Chinese. Nick **speaks** Swahili. I **read** newspapers and magazines. Nick **reads** novels. I **call** my friends. I **watch** DVDs almost every night, but Nick **surfs** the Internet. He **emails** me a lot. He **writes** a blog too.

**JUDY:** Yeah? He **sounds** interesting.






## After You Read


A | **Practice PAIRS:** Practice the opening conversation.

B | **Vocabulary** Listen and repeat the words. Write new words in a notebook.

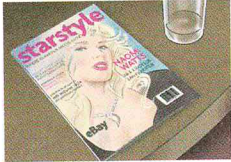
VOCABULARY



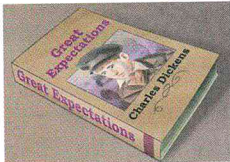
**look like**




**surf the Internet**




**a magazine**



**a novel**



**a newspaper**



**a blog**

LANGUAGES

<b>Arabic</b> عربي	<b>Chinese</b> 中文	<b>English</b>	<b>French</b> Français
<b>Portuguese</b> Portugues	<b>Russian</b> Русский	<b>Spanish</b> Español	<b>Swahili</b> Kiswahili

C | **Vocabulary PAIRS:** Where do people speak the languages in the box?

EXAMPLE: They speak Arabic in Iraq.

D | **Comprehension** Look again at the opening conversation. Write T (True) or F (False).

- F   1. Mark's brother Nick lives in the United States.
2. Nick is a writer.
3. Mark looks like Nick.
4. Nick likes computers.
5. Nick speaks Chinese.
6. Nick writes a blog.

## STEP 2 GRAMMAR PRESENTATION

### THE SIMPLE PRESENT: STATEMENTS

Affirmative Statements			Negative Statements		
Subject	Verb		Subject	Do not / Does not	Base Form of Verb
I	<b>come</b>	from Brazil.	I	<b>do not don't</b>	<b>come</b>
You*			from China.		
We					
They			They		
He	<b>comes</b>		He	<b>does not doesn't</b>	<b>come</b>
She			from China.		
It					

\*You is both singular and plural.

### GRAMMAR NOTES

1	Use the <b>simple present</b> to talk about <b>facts</b> or things that <b>happen again and again</b> .	<ul style="list-style-type: none"> <li>I <b>live</b> in Kenya. (<i>a fact</i>)</li> <li>He <b>watches</b> TV every night. (<i>a thing that happens again and again</i>)</li> </ul>
2	<p>In <b>affirmative statements</b>, use the <b>base form</b> of the verb with <b>I, you, we,</b> and <b>they</b>.</p> <p>Add <b>-s</b> or <b>-es</b> only with the <b>third-person singular</b> (<i>he, she, it</i>).</p> <p>Add <b>-s</b> to most verbs.</p> <p>Add <b>-es</b> to verbs that end in <b>ch, o, ss, sh, x,</b> or <b>z</b>.</p>	<ul style="list-style-type: none"> <li>We <b>live</b> in Redmond.</li> <li>They <b>have</b> a house in Seattle.</li> <li>It <b>rains</b> a lot here.</li> <li>She <b>rushes</b> home after work.</li> <li>He <b>reads</b> travel books.</li> <li>She <b>watches</b> TV at night.</li> <li>She <b>does</b> her homework after class.</li> </ul>
3	<p>Use <b>do not</b> or <b>does not</b> + the <b>base form</b> of the verb to make a <b>negative statement</b>.</p> <p>We often use the contractions <b>don't</b> and <b>doesn't</b> in speaking and informal writing.</p>	<ul style="list-style-type: none"> <li>They <b>do not live</b> in the city.</li> <li>He <b>does not speak</b> Chinese.</li> <li>They <b>don't live</b> in the city.</li> <li>He <b>doesn't speak</b> Chinese.</li> </ul>
4	<p><b>Be</b> and <b>have</b> are <b>irregular verbs</b>.</p> <p><b>NOTE:</b> Look at Unit 13 for more practice with <i>be</i> and <i>have</i>.</p>	<ul style="list-style-type: none"> <li>I <b>am</b> a teacher. Steve <b>is</b> a teacher too.</li> <li>I <b>have</b> a lot of students. Steve <b>has</b> a lot of students too.</li> </ul>

## STEP 3 FOCUSED PRACTICE

### EXERCISE 1: Discover the Grammar

A | Check (✓) the sentences in the simple present.

1. Please speak English. Please don't speak Spanish.
- ✓ 2. My brother Nick looks like me.
3. Jessica speaks Spanish. She doesn't speak Italian.
4. I have brown eyes. I don't have blue eyes.
5. Drive to the corner and turn left.
6. Jeremy has a brother and a sister.
7. Nick writes a blog.
8. Don't be late for dinner.

B | Check (✓) the sentences in the third-person singular.

1. Annie and I don't like fish.
- ✓ 2. Miryam speaks Arabic.
3. It doesn't snow in Brazil.
4. She doesn't speak Italian.
5. Nick likes computers.
6. They come from Hong Kong.
7. It rains a lot here in the winter.
8. I don't like pizza.

### EXERCISE 2: Third Person

(Grammar Notes 1-2)

Write two sentences about the people.

1. **Name:** Heng  
**Place:** Beijing, China *Heng lives in Beijing, China.*  
**Language:** Chinese *Heng speaks Chinese.*
2. **Name:** Ali  
**Place:** Amman, Jordan  
**Language:** Arabic

3. **Names:** Antonio and Rosa  
**Place:** Salvador, Brazil  
**Language:** Portuguese
4. **Name:** Elena  
**Place:** Santiago, Chile  
**Language:** Spanish
5. **Names:** Maureen and James  
**Place:** Dublin, Ireland  
**Language:** English

### EXERCISE 3: Want

(Grammar Notes 2-3)

Complete the conversation. Use the simple present form of **want**. Use the affirmative or negative.

WAITER: Can I help you?

TIM: Yes, thanks. The children <sup>1.</sup> *want* ice cream. My son  
<sup>2.</sup> chocolate.

BEN: No, Dad. I <sup>3. (not)</sup> chocolate. I <sup>4.</sup> vanilla.

ANNIE: I <sup>5.</sup> chocolate.

TIM: OK. My son <sup>6.</sup> vanilla. My daughter <sup>7.</sup>  
chocolate.

WAITER: And you, sir?

TIM: I <sup>8. (not)</sup> ice cream. I just <sup>9.</sup> a soda.

WAITER: Is that all?

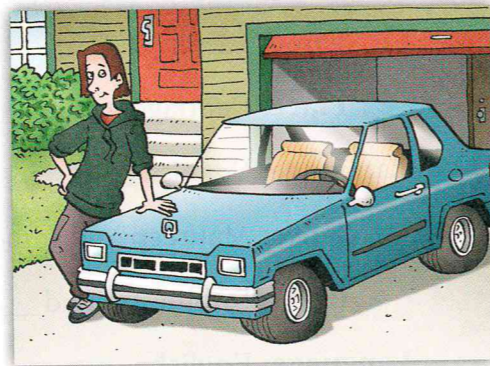
TIM: Yes, thanks.

### EXERCISE 4: Affirmative and Negative

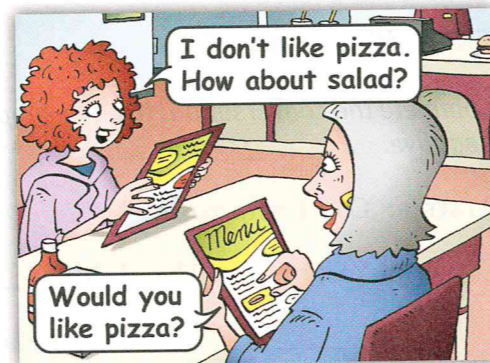
(Grammar Notes 1, 3-4)

Look at the pictures. Complete the sentences. Use the correct forms of the verbs in parentheses. Use the affirmative or negative.

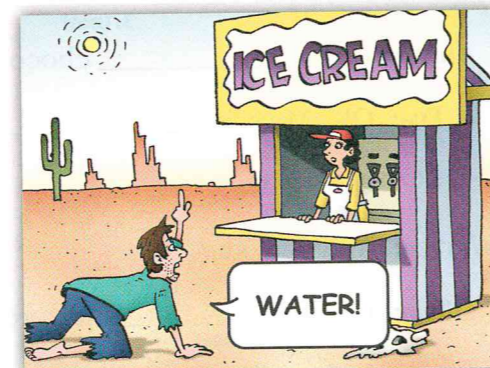
1. Jeremy has an old car.  
 He doesn't have a new car.



2. Annie (like) pizza.  
 She likes salad.



3. The man (need) water.  
 He needs ice cream.



4. Judy (want) tea.  
 She wants coffee.



### EXERCISE 5: Editing

There are eight mistakes in the letter. The first mistake is already corrected. Find and correct seven more mistakes.

Dear Mary,

Spain is great. The Spanish people are very friendly, but they speaks so fast. Jim speak Spanish very well. He don't understand everything, but he understand a lot. I speak a little Spanish. I don't understand much yet.

It's rainy here! People say it don't usually rain much in the summer here.

We're at my cousin's house. He and his wife lives in a beautiful apartment in Madrid. Juan work in an office downtown. His wife Alicia no work. She stays at home with the children.

See you soon.

Rose

### STEP 4 COMMUNICATION PRACTICE

#### EXERCISE 6: Listening

**A** Listen to the conversation between Tim Olson and a man he meets on a train. Then listen again. Circle the correct letter to complete the sentences.

- They're going to \_\_\_\_\_.  
 a. Chicago    **b. Seattle**    c. Bucharest
- The man doesn't live in \_\_\_\_\_.  
 a. Romania    b. Bucharest    c. Chicago
- The man comes from \_\_\_\_\_.  
 a. Romania    b. Russia    c. Rwanda
- A lot of people in the man's country know some \_\_\_\_\_.  
 a. English    b. French    c. Russian
- The man speaks \_\_\_\_\_ languages.  
 a. one    b. two    c. three
- Tim doesn't speak any \_\_\_\_\_.  
 a. English    b. French    c. Spanish



**B** | Listen again. What does Tim think about the man's English? Complete the sentence.

He thinks his English \_\_\_\_\_.

### EXERCISE 7: Pronunciation

**A** | Read and listen to the Pronunciation Note.

#### Pronunciation Note

In third-person singular present verbs the final sound is:

/s/ after voiceless sounds, such as /p/, /t/, /k/.

EXAMPLES: books, cats

/z/ after voiced sounds, such as /b/, /d/, /g/.

EXAMPLES: beds, dogs

/ɪz/ after such sounds as /ch/ and /sh/.

EXAMPLES: churches, wishes

**B** | Listen to the next part of the conversation. Listen carefully to the verbs in the third-person singular. What is the last sound? Check (✓) the sounds you hear.

Verb	/s/	/z/	/ɪz/
has		✓	
teaches			
writes			
sounds			
watches			
understands			
works			

**C** | Listen and repeat the verbs.

### EXERCISE 8: True or False?

**A** | PAIRS: Take turns. Use the words to make affirmative sentences in the simple present. Three of the statements are true, and four are false. Correct the false statements.

EXAMPLE: Most people / Beijing / speak Spanish

**A:** Most people in Beijing speak Spanish.

**B:** False. Most people in Beijing speak Chinese.

- Antonio Banderas / come from / Spain
- Most people / China / eat with chopsticks
- People / Japan / drive / on the right
- People / Great Britain / drive / on the right
- People / live / at the North Pole
- Penguins / live / in deserts
- It / snow / Chile / in July

**B** | Check your answers on page P-1.

### EXERCISE 9: Writing

**A** | Write true statements about yourself.

I live in \_\_\_\_\_ . I don't like \_\_\_\_\_ .

I work in \_\_\_\_\_ . I need \_\_\_\_\_ .

I speak \_\_\_\_\_ . I don't need \_\_\_\_\_ .

I don't speak \_\_\_\_\_ . I want \_\_\_\_\_ .

I like \_\_\_\_\_ . I don't want \_\_\_\_\_ .

**B** | Now work with a partner. Tell your partner five things about yourself.

EXAMPLE: I work in a department store. I speak two languages. I like chocolate ice cream. I don't like pizza. I need a job.

**C** | Now write five sentences about your partner.

EXAMPLE: She works in a department store . . .

**D** | Check your work. Use the Editing Checklist.

#### Editing Checklist

Did you use . . . ?

the simple present correctly

correct spelling



Check your answers on page UR-1.  
Do you need to review anything?

**EXERCISE A**

Complete the sentences. Use the correct forms of the verbs in parentheses. Use contractions whenever possible.

- My roommate \_\_\_\_\_ rap music. He \_\_\_\_\_ classical music.  
(like)
- My children \_\_\_\_\_ apples. My son \_\_\_\_\_ ice cream. My daughters \_\_\_\_\_ chocolate.  
(not, like) (want) (want)

**EXERCISE B**

Circle the correct words to complete the sentences.

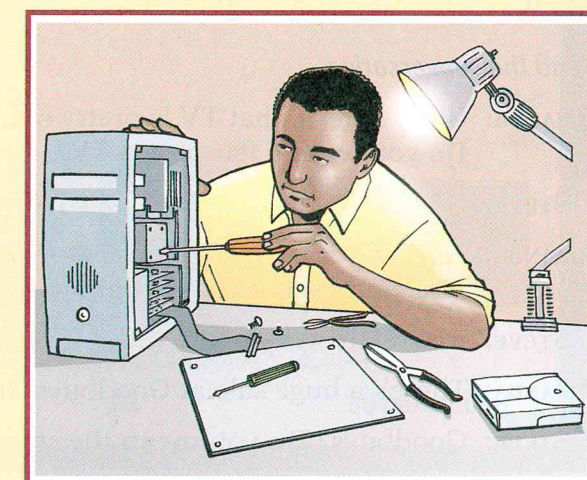
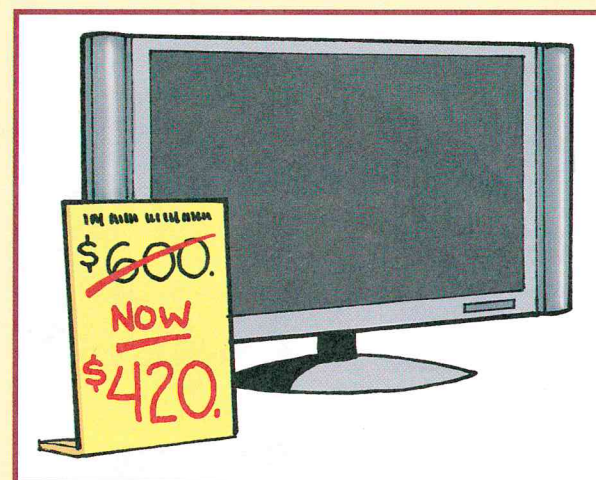
- My sister and I **live / lives** in different cities.
- She **like / likes** to surf the Internet, and I **like / likes** to read.
- She **has / have** blue eyes, and I **has / have** brown eyes.

**EXERCISE C**

Correct the sentences. There are five mistakes.

- Look at this photo.
- This is my cousin Juan. He don't look like me!
- Juan and his wife, Alicia, lives in Spain.
- Alicia is stay at home with the children, and Juan work in an office.
- They both speaks Spanish very well.

**SIMPLE PRESENT: QUESTIONS, BE AND HAVE; ADVERBS OF FREQUENCY**



UNIT	GRAMMAR FOCUS	THEME
11	Simple Present: <i>Yes / No</i> Questions	Shopping for Electronics
12	Simple Present: <i>Wh-</i> Questions	Cross-Cultural Differences
13	Simple Present: <i>Be</i> and <i>Have</i>	Describing People
14	Simple Present with Adverbs of Frequency	Habits

# UNIT 11 Simple Present: Yes / No Questions

## SHOPPING FOR ELECTRONICS

### STEP 1 GRAMMAR IN CONTEXT

#### Before You Read

PAIRS: Name one electronic device (TV, DVD player, cell phone, computer) that you have and one you don't have but want to get.

#### Read

Read the conversation.

AMANDA: Uh . . . Steve, that TV is pretty old. **Do you need** a new one? **Do you want** a flat screen TV?

STEVE: No, I don't think so. This old TV works very well.

AMANDA: How about a smart phone? **Do you want** a smart phone? Josh and I use our smart phones all the time.

STEVE: Not really. Why?

AMANDA: There's a huge sale at Goodbuys. It starts today.

STEVE: Goodbuys? **Do you mean** the store on Main Street?

AMANDA: Uh-huh. Everything is 30 percent off. They have some great deals.\*

STEVE: I don't need anything. People have too many things.

AMANDA: Well, what about Jessica? **Does she need** anything? **Does she have** a GPS? They're really helpful. **Do** Tim, Jeremy, or Ben **want** anything?

STEVE: I don't know. Amanda, why are you telling me about Goodbuys? **Do you work** there?

AMANDA: Actually, I do. I'm a new manager.

STEVE: Really? That's great. Wait a second. **Do they fix** things?

AMANDA: Yes, they do. The service department is great.

STEVE: Well, that sounds good. My radio doesn't work.

AMANDA: Uh . . . Steve. Is that the radio?

STEVE: Yes.

AMANDA: Steve! That radio is older than all of our technicians. I'm not sure they can fix it.

\*great deals: things you can buy at a very low price




#### After You Read

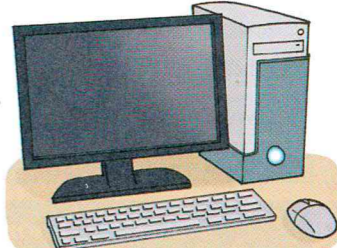
A | Practice PAIRS: Practice the opening conversation.

B | Vocabulary Listen and repeat the words. Write new words in a notebook.


### VOCABULARY



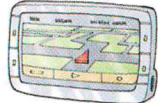
a flat screen TV




a computer




a smart phone




a GPS




a service department



a manager



fix



30 percent off

C | Vocabulary PAIRS: Tell about an electronics store near your school. What do they sell? Do they have great deals? Do they fix things?

EXAMPLE: Electronics Plus is near our school. It's on 86th Street. They sell TVs, computers, and other electronics. They have great deals. They don't have a service department.

D | Comprehension Look again at the opening conversation. Write Yes, No, or I don't know.

1. Does Steve work at Goodbuys? \_\_\_\_\_ No \_\_\_\_\_
2. Does Steve want a new TV? \_\_\_\_\_
3. Do Amanda and Josh like their flat screen TV? \_\_\_\_\_
4. Does the sale start tomorrow? \_\_\_\_\_
5. Do they have a service department at Goodbuys? \_\_\_\_\_
6. Does Steve want to go to Goodbuys? \_\_\_\_\_
7. Does Steve have a new radio? \_\_\_\_\_

## STEP 2 GRAMMAR PRESENTATION

### SIMPLE PRESENT: YES / NO QUESTIONS

Yes / No Questions	Short Answers	
Do	Affirmative	Negative
Do I <b>need</b> a new phone?	Yes, you <b>do</b> .	No, you <b>don't</b> .
Do you <b>want</b> a flat screen TV?	Yes, I <b>do</b> .	No, I <b>don't</b> .
Do we <b>have</b> a good deal?	Yes, we <b>do</b> .	No, we <b>don't</b> .
Do they <b>have</b> a service department?	Yes, they <b>do</b> .	No, they <b>don't</b> .

Yes / No Questions	Short Answers	
Does	Affirmative	Negative
Does she <b>work</b> at Goodbuys?	Yes, she <b>does</b> .	No, she <b>doesn't</b> .
Does he <b>have</b> time on Wednesday?	Yes, he <b>does</b> .	No, he <b>doesn't</b> .
Does it <b>mean</b> "yes"?	Yes, it <b>does</b> .	No, it <b>doesn't</b> .

### GRAMMAR NOTES

<b>1</b>	<p>Use <b>do</b> or <b>does</b> + a <b>subject</b> + the <b>base form</b> of the verb to ask <b>yes / no questions</b> in the simple present.</p> <p>Use <b>do</b> with <b>I, you, we,</b> and <b>they</b>.</p> <p>Use <b>does</b> with <b>he, she,</b> and <b>it</b>.</p>	<ul style="list-style-type: none"> <li>• <b>Do you work</b> there?</li> <li>• <b>Does he have</b> a smart phone?</li> </ul>
<b>2</b>	<p>We usually use <b>short answers</b> in conversation.</p> <p>Sometimes we use <b>long answers</b>.</p>	<p><b>A:</b> Do they have a service department? <b>B:</b> <b>Yes.</b> OR <b>Yes, they do.</b></p> <p><b>B:</b> <b>Yes. They have a service department.</b></p>

## STEP 3 FOCUSED PRACTICE

### EXERCISE 1: Discover the Grammar

Read the sentences. Underline the six **yes / no** questions. Then match the questions and the answers.

- |                                      |   |
|--------------------------------------|---|
| ___ 1. <u>Do you want a TV?</u>      | a. Yes, we do, but there's a \$50 charge. Do you have a big car? We can help you get it in. |
| ___ 2. Do these TVs cost \$1,000?    | b. Yes, we do. Our old TV doesn't work.   |
| ___ 3. Does that TV have a warranty? | c. Yes, it does. It comes with a 90-day warranty.   |
| ___ 4. Do you deliver?               | d. No, they cost \$850. They're on sale. Do you like them? They're very popular.            |

### EXERCISE 2: Do or Does

(Grammar Note 1)

Complete the conversations. Use **Do** or **Does** and the correct words from the box.

cost	<del>know</del>	like	live	mean	need	use
------	-----------------	------	------	------	------	-----

- A: Do you know a good electronics store?  
B: Yes, I do. I get all my electronics at Goodbuys.
- A: \_\_\_\_\_ that smart phone \_\_\_\_\_ a lot?  
B: No, it's not expensive.
- A: \_\_\_\_\_ I \_\_\_\_\_ a case for my phone?  
B: No, but it's a good idea to get one.
- A: \_\_\_\_\_ she \_\_\_\_\_ near Goodbuys?  
B: Yes, she does. Her home is close to the electronics store.
- A: \_\_\_\_\_ Amanda \_\_\_\_\_ her job?  
B: Yes. She likes it a lot.
- A: \_\_\_\_\_ Josh and Amanda \_\_\_\_\_ their smart phones to read email?  
B: Yes, they do. They use their phones for a lot of things.
- A: \_\_\_\_\_ "fix" \_\_\_\_\_ "repair"?  
B: Yes, it does.

### EXERCISE 3: Yes / No Questions

(Grammar Note 1)

Write **yes / no** questions. Use **Do** or **Does** and the simple present of the words in parentheses.

- (you / like computer games) Do you like computer games?
- (you / know a good electronics store) \_\_\_\_\_?
- (your family / have a lot of electronics) \_\_\_\_\_?
- (your friends / spend a lot of time online) \_\_\_\_\_?
- (your friends / spend a lot of money on electronics) \_\_\_\_\_?
- (your cell phone / have a case) \_\_\_\_\_?

### EXERCISE 4: Yes / No Questions

(Grammar Notes 1-2)

Write **yes / no** questions. Use the words in parentheses. Read Jeremy's note to Amanda and Josh. Then answer the questions with short answers.

Dear Amanda and Josh,

Thanks so much for the smart phone. I use it all the time. I check my email. I text my friends. I listen to music. I take photos. I use the calculator, and, of course, I make calls.

It was a terrific birthday gift. It was great seeing you both. I'm glad you live nearby.

Love,  
Jeremy

- (Jeremy / like his smart phone)  
A: Does Jeremy like his smart phone \_\_\_\_\_?  
B: Yes, he does \_\_\_\_\_.
- (Jeremy / use the phone for different things)  
A: \_\_\_\_\_?  
B: \_\_\_\_\_.
- (Jeremy / check / email from the phone)  
A: \_\_\_\_\_?  
B: \_\_\_\_\_.

- (Jeremy / listen to music from the phone)

A: \_\_\_\_\_?

B: \_\_\_\_\_.

- (Jeremy / watch TV shows from his phone)

A: \_\_\_\_\_?

B: \_\_\_\_\_.

- (Jeremy and his friends / send text messages)

A: \_\_\_\_\_?

B: \_\_\_\_\_.

- (Amanda and Josh / live near Jeremy)

A: \_\_\_\_\_?

B: \_\_\_\_\_.

### EXERCISE 5: Editing

There are five mistakes in the conversation. The first mistake is already corrected. Find and correct four more mistakes.

A: Do you <sup>know</sup> ~~knows~~ a good electronics store?

B: Yes, I do. It's on Main Street.

A: Does it stays open late?

B: Yes, it do.

A: What's the name of the store?

B: Goodbuys.

A: Do you spells it G-O-O-D-B-U-Y?

B: Uh-huh, but it has an s at the end.

A: Cost electronics at Goodbuys a lot?

B: No, they don't. Everything there is a good buy.

A: That's terrific.



## STEP 4 COMMUNICATION PRACTICE

### EXERCISE 6: Listening

- A** | Listen to the conversation between Mark and Judy. Complete the sentence. Circle the correct letter.

Mark wants a gift for \_\_\_\_\_.

- his mother's birthday
- his grandmother's anniversary
- his grandmother's birthday

- B** | Listen again. Circle the correct letter.

- Do Judy and Mark go to the game?
  - Yes, they do.
  - No, they don't.
- Does Mark's grandmother like music?
  - Yes, she does.
  - Mark doesn't know.
- Does Mark's grandmother like chocolate?
  - Yes, she does.
  - Mark isn't sure.
- Judy says, "I know the perfect gift." What is it?
  - a gift of time
  - a gift of money

### EXERCISE 7: Pronunciation

- A** | We usually stress important words (for example, nouns and verbs) in a sentence. Listen and repeat the sentences.

- Do you **want** a **smart phone**?
- Does he **need** a **battery**?
- Does it **come** with a **case**?
- Does she **like** her **computer**?
- Do they **like music**?

- B** | Listen and underline the important words.

- Does he fix computers?
- Does he want a phone?
- Do you sell cameras?
- Do you have a computer?
- Do they use their GPS?

- C** | Listen again and repeat.

### EXERCISE 8: Do You ... ?

- A** | Write yes / no questions. Ask four classmates. Follow the example.

EXAMPLE: **Tuan:** Do you check your email every day?  
**Annette:** Yes, I do.  
**Pablo:** No, I don't.

- |                                     |                        |                 |
|-------------------------------------|------------------------|-----------------|
| 1. <del>check email every day</del> | 3. like electronics    | 5. send e-cards |
| 2. have a GPS                       | 4. play computer games | 6. shop online  |

Yes / No Questions	Student A	Student B	Student C	Student D
1. Do you check your email every day?				
2.				
3.				
4.				
5.				
6.				

- B** | Tell the class about your classmates.

EXAMPLE: **Tuan:** Annette checks her email every day. Pablo doesn't check his email every day.

### EXERCISE 9: Writing

- A** | Write five yes / no questions in the simple present about electronic devices. Use vocabulary from the unit.

- B** | Check your work. Use the Editing Checklist.

#### Editing Checklist

- Did you use ... ?
- simple present **yes/no** questions correctly
  - vocabulary from the unit
  - correct spelling

- C** | **GROUPS:** Ask your partners your questions. Report their answers to the class.

EXAMPLES: Do you have a cell phone? Do you call five or more people a day? Everyone in our group has a cell phone, and everyone calls more than five people every day.

# UNIT 11 Review

Check your answers on page UR-1.  
Do you need to review anything?

## EXERCISE A

Match the questions and answers.

- |                                      |                    |
|--------------------------------------|--------------------|
| ___ 1. Do you have a flat screen TV? | a. Yes, they do.   |
| ___ 2. Do they fix radios?           | b. No, I don't.    |
| ___ 3. Does Josh have a smart phone? | c. Yes, he does.   |
| ___ 4. Does this car have a GPS?     | d. No, it doesn't. |

## EXERCISE B

Write **yes / no** questions. Use **do** or **does** and the words in parentheses. Then answer the questions.

- (Steve's radio / work)
 

A: \_\_\_\_\_?

B: No, \_\_\_\_\_.
- (the store / have radios)
 

A: \_\_\_\_\_?

B: Yes, \_\_\_\_\_.
- (Tim and Jeremy / work at Goodbuys)
 

A: \_\_\_\_\_?

B: No, \_\_\_\_\_.

## EXERCISE C

Correct the conversation. There are five mistakes.

- A: Does you want to go to the park today?  
 B: Sorry. I need to get a gift for my sister. Do you has any ideas?  
 A: Sure. Does she likes music? CDs are a good gift.  
 B: No, she don't.  
 A: Well, does she like books?  
 B: Yes, she is. Thanks. That's a great idea!

# UNIT 12 Simple Present: Wh- Questions


## CROSS-CULTURAL DIFFERENCES

## STEP 1 GRAMMAR IN CONTEXT

### Before You Read

**PAIRS:** Talk about everyday activities. Ask, "What time do you get up in the morning? What time do you go to bed at night?"

### Read

 Read the conversation.

**JEREMY:** So **how do** you **like** the United States?

**YOSHIO:** I like it a lot. But it's really different from Japan.

**JEREMY:** **What do** you **mean**?

**YOSHIO:** I think in Japan we stay up later.

**JEREMY:** **What time do** Japanese people **go** to bed?

**YOSHIO:** Students stay up till midnight or later. And my father stays up till 1:00 or 2:00 A.M.

**JEREMY:** Really? **Why does** he **stay up** so late? **What does** he **do**?

**YOSHIO:** He's a businessman. He meets clients\* in the evening.

**JEREMY:** **What time do** people **get up** in Japan?

**YOSHIO:** Oh, maybe 7:00 or 7:30.

**JEREMY:** That's pretty much like here. . . . **What else is** different?

**YOSHIO:** Well, in the United States, most people wear their shoes in the house. In Japan we take our shoes off.

**JEREMY:** Wow! That's different. . . . So **what do** you **like** best about the United States?

**YOSHIO:** People here are open and friendly. I have a lot of friends here.

**JEREMY:** That's good. Hey, we have calculus!

**YOSHIO:** Uh-oh! **What time does** it **start**?

**JEREMY:** Two o'clock. It's almost 2:00 now.

**YOSHIO:** OK, let's go.




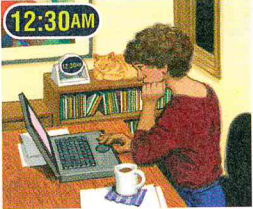





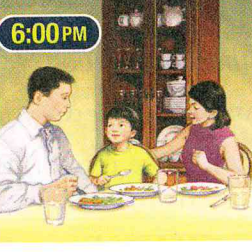
\*clients: people who pay for help and advice

**After You Read**

**A | Practice PAIRS:** Practice the opening conversation.

**B | Vocabulary** Listen and repeat the words. Write new words in a notebook.

**VOCABULARY**

 8:30 PM go to bed early	 12:30 AM stay up late	 5:00 AM get up	 take off your shoes
 8:00 AM have breakfast	 9:00 AM start work	 1:00 PM have lunch	 6:00 PM have dinner

**C | Vocabulary PAIRS:** Ask your partner questions about his or her everyday activities.

**EXAMPLE:** **A:** Do you stay up late / go to bed early / get up early?  
**B:** Yes, I do. / No, I don't.  
**B:** How late do you stay up?  
**A:** Eleven or 11:30.  
**A:** What time do you have lunch?  
**B:** About 1:00. What about you?

**D | Comprehension** Look again at the opening conversation. Write **T (True)** or **F (False)**.

- T   1. Yoshio likes the United States.  
 \_\_\_ 2. Japanese students go to bed early.  
 \_\_\_ 3. Yoshio's father works in the evening.  
 \_\_\_ 4. People in Japan wear their shoes in the house.  
 \_\_\_ 5. Yoshio doesn't have many friends in the United States.  
 \_\_\_ 6. Jeremy and Yoshio have a math class at 2:00.

**STEP 2 GRAMMAR PRESENTATION**

**SIMPLE PRESENT: WH- QUESTIONS**

Wh- Questions	Answers
How do I get there?	Take the number 3 bus.
Why do you go to bed so early?	I start work at 6 A.M.
When do we leave?	After work.
Where do they live?	In Seattle.
What does he do?	He's a bus driver.
How late does she stay up?	At least until midnight.
What time does it start?	At seven o'clock.

Wh- Questions about the Subject	Answers
Who wakes you up? Your mom?	No. My alarm clock does.
What happens on Saturday?	We sleep in.

**GRAMMAR NOTES**

1	<p><b>Wh- questions</b> ask for <b>information</b>. They often start with <b>how, when, why, where, what, who</b>, or <b>what time</b>.</p> <p>Use a <b>wh- word</b> + <b>do</b> or <b>does</b> + the subject + the <b>base form</b> of the verb.</p> <p><b>BE CAREFUL!</b> Use <b>do</b> with <b>I, you, we</b>, and <b>they</b>. Use <b>does</b> with <b>he, she</b>, and <b>it</b>.</p>	<ul style="list-style-type: none"> <li>• <b>What time do</b> you start work?</li> <li>• <b>What time does</b> he get up?</li> <li>• <b>Where does</b> Annie go to school?</li> <li>• <b>How does she</b> get to school?</li> </ul>
2	<p>To ask a <b>question about the subject</b>, use <b>who</b> or <b>what</b> + the third-person singular form of the verb. Do not use <b>do</b> or <b>does</b>.</p>	<ul style="list-style-type: none"> <li>• <b>Who wakes</b> you up? Your mom? Not: Who does wake you up?</li> <li>• <b>What happens</b> on Sunday?</li> </ul>
3	<p>To ask about the meaning of a word, say "<b>What does ... mean?</b>"</p> <p>To answer, say, "... <b>means</b> ..."</p> <p>To ask about the spelling of a word, say "<b>How do you spell ...?</b>"</p>	<p><b>A: What does little mean?</b> Not: What means little? Not: What does mean little?</p> <p><b>B: Little means</b> "small."</p> <p><b>A: How do you spell shoes?</b> <b>B: S-H-O-E-S.</b></p>
4	<p><b>REMEMBER:</b> In pronunciation, we use falling intonation for <b>wh-</b> questions.</p>	<p style="text-align: center;">~~~~~</p> <ul style="list-style-type: none"> <li>• Where do you live?</li> </ul>

## STEP 3 FOCUSED PRACTICE

### EXERCISE 1: Discover the Grammar

Read the conversation. Underline the *wh*- questions in the simple present.

**MARK:** So . . . what do you think of your new job?

**JOSH:** Great. I love it. But it's really different.

**MARK:** What do you mean?

**JOSH:** Well, I have to go to bed early and get up early.

**MARK:** What time do you go to bed?

**JOSH:** About 10:30.

**MARK:** Who wakes you up? Amanda?

**JOSH:** Amanda? No way! My alarm clock does.

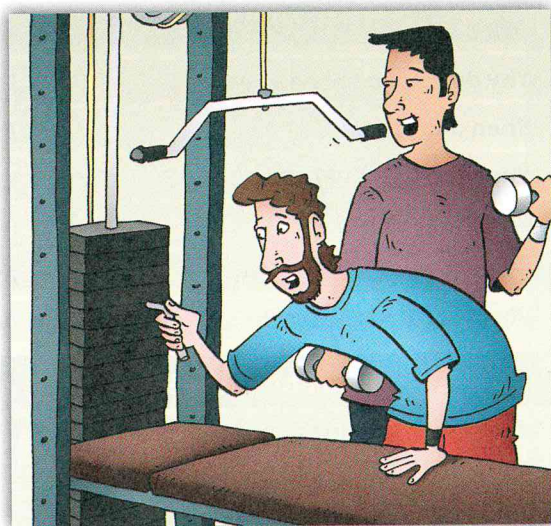
**MARK:** Hmm. Do you like your boss?

**JOSH:** Yes, she's nice. And I like the other guys in the office. We eat lunch together and have great conversations.

**MARK:** What do you talk about?

**JOSH:** Everything. Sports. Travel. Movies.

**MARK:** That's great.



### EXERCISE 2: *Wh*- Questions

(Grammar Note 1)

Josh's niece is interviewing him for her school newspaper. Write her *wh*- questions. Use the simple present and the words in parentheses.

- (Where / you / work) Where do you work \_\_\_\_\_?
- (What time / you / start work) \_\_\_\_\_?
- (What / you / do in your job) \_\_\_\_\_?
- (Who / you / work with) \_\_\_\_\_?
- (How late / you / stay up on weeknights) \_\_\_\_\_?
- (What sport / you / really like) \_\_\_\_\_?
- (Why / you / like it) \_\_\_\_\_?
- (When / you / play it) \_\_\_\_\_?

### EXERCISE 3: *Wh*- Questions

(Grammar Notes 1–3)

Write *wh*- questions about the underlined words. Use *how*, *who*, *what*, *where*, *why*, or *what time*.

- A: Where do they live \_\_\_\_\_?  
B: They live on 40th Street in Redmond.
- A: Jeremy, \_\_\_\_\_?  
B: I go to bed at 11:00 or 11:15.
- A: Annie, \_\_\_\_\_?  
B: I feel good.
- A: Ben, \_\_\_\_\_?  
B: I play soccer because it's very exciting.
- A: Mom, \_\_\_\_\_?  
B: *Fascinating* means "very interesting."
- A: \_\_\_\_\_?  
B: S-L-E-E-P-Y.
- A: Yoshio, \_\_\_\_\_?  
B: My mother wakes my father up in the morning.

### EXERCISE 4: Editing

There are five mistakes in the conversation. The first mistake is already corrected. Find and correct four more mistakes.

- A: Hey! I have a new job.  
B: Really? Where <sup>do</sup> you work?  
A: At a bookstore.  
B: What you do?  
A: I'm a salesperson.  
B: What time you do start?  
A: Eight-thirty in the morning.  
B: How you like the work?  
A: It's challenging.  
B: *Challenging*? I don't know that word. What means *challenging*?  
A: It means "hard but interesting."

## STEP 4 COMMUNICATION PRACTICE

### EXERCISE 5: Listening

**A** Listen to the conversation about Jason's first day on the job. Check (✓) the true sentence.



- \_\_\_ 1. Jason and Margaret both drive to work.
- \_\_\_ 2. Jason and Margaret are both accountants.
- \_\_\_ 3. Jason and Margaret both live in the same town.

**B** Listen to the conversation again and answer the questions in complete sentences.

- 1. Who is new in the company? Jason is new in the company
- 2. What does Jason do? \_\_\_\_\_
- 3. What does Margaret do? \_\_\_\_\_
- 4. Does Jason like the company? \_\_\_\_\_
- 5. What does Jason dislike? \_\_\_\_\_
- 6. Where do Jason and Margaret live? \_\_\_\_\_
- 7. How does Margaret get to work? \_\_\_\_\_
- 8. What time does Margaret catch the bus? \_\_\_\_\_

### EXERCISE 6: Pronunciation

**A** Listen to the sentences. Circle the word in each sentence with the most stress.

EXAMPLES: Where do you live?      Where do you live?

- 1. What do you do?
- 2. What do you do?
- 3. Where do you catch the bus?
- 4. Where do you catch the bus?
- 5. Why don't you take the bus tomorrow?
- 6. Why don't you take the bus tomorrow?
- 7. How long does the bus take?
- 8. How long does the bus take?

### EXERCISE 7: Ask and Answer

PAIRS: Ask your partner questions using **how, what, what time, when, and where** and the words from the box.

do (occupation)    get to school    live    start work / class    study

EXAMPLE: **A:** Where do you WORK?  
**B:** I work at a supermarket. Where do YOU work?  
**A:** I work at . . .  
 or I don't work. I go to school full-time.

### EXERCISE 8: Information Gap

PAIRS: Student A, ask Student B about the meaning of a word from your list. Write the answer. Then answer Student B's question. Choose an answer from your list. Take turns.

Student B, look at the Information Gap on page 115 and follow the instructions there.

EXAMPLE: **A:** What does *tiny* mean?  
**B:** *Tiny* means "very small." What does *large* mean?

#### Student A's Words

- 1. tiny: very small
- 5. super: \_\_\_\_\_
- 2. boring: \_\_\_\_\_
- 6. unhappy: \_\_\_\_\_
- 3. noon: \_\_\_\_\_
- 7. terrible: \_\_\_\_\_
- 4. midnight: \_\_\_\_\_
- 8. nice: \_\_\_\_\_

**Student A's Answers**

- big
- not married
- between first and third
- the children of your aunt or uncle
- good-looking
- totally different
- intelligent
- your parents, brothers, sisters, grandparents, and so on

▶ To check your answers, go to the Answer Key on page P-1.

**EXERCISE 9: Writing**

**A** | A student from another country is visiting your class. Write five interview questions using *wh-* words.

EXAMPLE: **A:** Where do you come from?  
**B:** I come from Tanzania.

1. \_\_\_\_\_ ?
2. \_\_\_\_\_ ?
3. \_\_\_\_\_ ?
4. \_\_\_\_\_ ?
5. \_\_\_\_\_ ?

**B** | Check your work. Use the Editing Checklist.

**Editing Checklist**

- Did you use . . . ?
- wh-* questions correctly
  - correct spelling

**INFORMATION GAP FOR STUDENT B**

Student B, answer Student A's questions. Choose an answer from your list. Then ask Student A about the meaning of a word from your list. Write the answer. Take turns.

EXAMPLE: **B:** *Tiny* means "very small." What does *large* mean?  
**A:** *Large* means "big."

**Student B's Words**

1. large: *big* \_\_\_\_\_
2. relatives: \_\_\_\_\_
3. opposite: \_\_\_\_\_
4. smart: \_\_\_\_\_
5. cousins: \_\_\_\_\_
6. cute: \_\_\_\_\_
7. single: \_\_\_\_\_
8. second: \_\_\_\_\_

**Student B's Answers**

- 12:00 A.M.
- not interesting
- 12:00 P.M.
- sad
- good
- very bad
- great
- very small

▶ To check your answers, go to the Answer Key on page P-1.

Check your answers on page UR-1.

Do you need to review anything?

## EXERCISE A

Complete the conversation with **What, What time, Who, or Why.**

**A:** \_\_\_\_\_ do you wake up? **B:** At 5 A.M.

**A:** At 5 A.M.? That's early! \_\_\_\_\_ wakes you up? **B:** My cat.

**A:** \_\_\_\_\_ does it wake you up at 5:00? **B:** It wants breakfast!

**A:** \_\_\_\_\_ does your cat eat for breakfast? **B:** Chicken and eggs.

## EXERCISE B

Put the words in the correct order. Make **wh-** questions in the simple present.

1. (your cousins / Where / live) \_\_\_\_\_?

2. (start work / your father / When) \_\_\_\_\_?

3. (do / What / he) \_\_\_\_\_?

4. (like / he / How / his job) \_\_\_\_\_?

5. (you and your sister / walk to school / Why) \_\_\_\_\_?

6. (your cat / What time / wake up) \_\_\_\_\_?

## EXERCISE C

Correct the conversation. There are five mistakes.

**A:** I have a new job. **B:** Really? Where you do work?

**A:** At Goodbuys. **B:** What does you do?

**A:** I'm an electronic technician. **B:** What means *electronic technician*?

**A:** An electronic technician fixes electronic devices. **B:** How are you like the work?

**A:** I like it a lot. **B:** What time you start?

**A:** At 9:00 in the morning.

## STEP 1 GRAMMAR IN CONTEXT

### Before You Read

**GROUPS:** Look at your group and answer the questions. Write numbers. Then report to the class.

How many have

\_\_\_ short hair?

\_\_\_ dark hair?

\_\_\_ long hair?

\_\_\_ light hair?

**EXAMPLE:** Three of us have short hair. José has long hair.

### Read

**P** Read the conversation.

**RICK:** You're in Music Appreciation 101, **aren't** you?

**JUDY:** Uh-huh . . .

**RICK:** Could you please give these tickets to Sonia Jones? She's in your music class.

**JUDY:** Sure. But I don't know her. What does she look like?

**RICK:** Well, she **has** dark hair and dark eyes.

**JUDY:** Half the women **have** dark hair and dark eyes. And there **are** 100 students in my class.

**RICK:** She's tall and thin.

**JUDY:** OK, but a lot of women **are** tall and thin.

**RICK:** She's in her early twenties.

**JUDY:** Rick! Almost everyone at school **is** 20-something. **Is** there something unusual about her?

**RICK:** She **has** two heads.

**JUDY:** Rick!

**RICK:** Sonia's eight months pregnant.

**JUDY:** Why didn't you say so?



**After You Read**

**A | Practice PAIRS:** Practice the opening conversation.

**B | Vocabulary** Listen and repeat the words. Write new words in a notebook.

**VOCABULARY**

tall      average height      short      thin      average weight      heavy      pregnant

wavy black hair      curly red hair      straight blond hair      dark brown hair      light brown hair

**C | Vocabulary PAIRS:** Look at the pictures. Describe one of the people. Don't say the name. Use the vocabulary words. Your partner names the person.



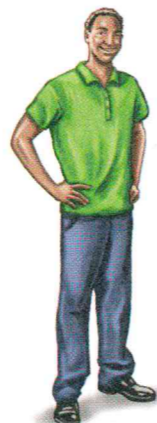
Ewa



Nuttapong



Hanan



Hatimi

**D | Comprehension** Look again at the opening conversation. Underline the correct answers.

1. Is Sonia in Music Appreciation 1? Yes, she is. / No, she isn't.
2. Does Sonia have dark hair and light eyes? Yes, she does. / No, she doesn't.
3. Is Judy's class small? Yes, it is. / No, it isn't.
4. Are Judy and Rick in the same Music Appreciation class? Yes, they are. / No, they aren't.
5. Are most of the students between the ages of 20 and 29? Yes, they are. / No, they aren't.
6. Is Sonia pregnant? Yes, she is. / No, she isn't.
7. Does Sonia have two heads? Yes, she does. / No, she doesn't.

**STEP 2 GRAMMAR PRESENTATION**

**SIMPLE PRESENT: BE AND HAVE**

Be	Have
<b>Affirmative Statements</b>	<b>Affirmative Statements</b>
I <b>am</b> short.	I <b>have</b> brown eyes.
He <b>is</b> tall.	She <b>has</b> blue eyes.
We <b>are</b> late.	We <b>have</b> a problem.
<b>Negative Statements</b>	<b>Negative Statements</b>
I'm <b>not</b> tall.	I <b>don't have</b> green eyes.
He's <b>not</b> short. OR He <b>isn't</b> short.	She <b>doesn't have</b> green eyes.
We're <b>not</b> early. OR We <b>aren't</b> early.	We <b>don't have</b> time.
<b>Yes / No Questions</b>	<b>Yes / No Questions</b>
<b>Am</b> I late?	<b>Do</b> I <b>have</b> any gray hair?
<b>Is</b> he 25 years old?	<b>Does</b> he <b>have</b> black hair?
<b>Are</b> we early?	<b>Do</b> we <b>have</b> time?
<b>Wh- Questions</b>	<b>Wh- Questions</b>
<b>Where</b> am I?	<b>When</b> does he <b>have</b> his class?
<b>Who</b> is in your class? OR <b>Who's</b> in your class?	<b>Who</b> <b>has</b> the tickets?
<b>What</b> are the tickets for?	<b>What</b> does she <b>have</b> in her bag?



## GRAMMAR NOTES

1	<p><b>Be</b> and <b>have</b> are common irregular verbs. <b>Be</b> has three forms in the simple present: <b>am</b>, <b>is</b>, and <b>are</b>.</p> <p><b>Have</b> has two forms in the simple present: <b>have</b> and <b>has</b>. Use <b>have</b> with <b>I</b>, <b>you</b>, <b>we</b>, and <b>they</b>.</p> <p>Use <b>has</b> with <b>he</b>, <b>she</b>, and <b>it</b>.</p>	<ul style="list-style-type: none"> <li>• I <b>am</b> short.</li> <li>• He <b>is</b> tall.</li> <li>• They <b>are</b> tall.</li> <li>• I <b>have</b> black hair.</li> <li>• <b>You have</b> blue eyes.</li> <li>• <b>We have</b> blue eyes.</li> <li>• <b>They have</b> brown eyes.</li> <li>• <b>He has</b> brown hair.</li> <li>• <b>She has</b> blond hair.</li> <li>• <b>It has</b> green eyes.</li> </ul>
2	<p>In <b>negative statements</b> with <b>be</b>, use <b>am not</b>, <b>is not</b>, and <b>are not</b> or their contractions.</p> <p>In negative statements with <b>have</b>, use <b>do not have</b> or <b>does not have</b> or their contractions.</p> <p>Contractions are more common in speaking and informal writing.</p>	<ul style="list-style-type: none"> <li>• I'm <b>not</b> home.</li> <li>• She's <b>not</b> tall.</li> <li>• We <b>are not</b> musicians.</li> <li>• I <b>don't have</b> blue eyes.</li> <li>• He <b>doesn't have</b> green eyes.</li> </ul>
3	<p>In a <b>yes / no question</b> with <b>be</b>, put <i>am</i>, <i>is</i>, or <i>are</i> before the subject.</p> <p>In a <b>yes / no question</b> with <b>have</b>, use <b>do</b> or <b>does</b> + the subject + <b>have</b>.</p>	<ul style="list-style-type: none"> <li>• <b>Are you</b> a student?</li> <li>• <b>Do you have</b> blue eyes?</li> <li>• <b>Does he have</b> brown eyes?</li> </ul>
4	<p>For <b>wh- questions</b> with <b>be</b>, use the question word + <i>yes / no</i> question word order.</p> <p>Most <b>wh- questions</b> with <b>have</b> use the <i>wh-</i> question word + <b>do</b> or <b>does</b> + a subject + the <b>base form</b> of the verb.</p> <p><b>Questions about the subject:</b> Use statement word order. These questions do not use <i>do</i> or <i>does</i>.</p>	<ul style="list-style-type: none"> <li>• <b>Where am</b> I?</li> <li>• <b>What is</b> her name?</li> <li>• <b>How are</b> his parents?</li> <li>• <b>What does</b> he <b>have</b> for lunch?</li> <li>• <b>When do</b> they <b>have</b> dinner?</li> <li>• <b>Who has</b> green eyes? Not: Who <del>does have</del> green eyes?</li> </ul>
5	<p>Use <b>be</b> to talk about <b>age</b>.</p>	<p><b>A:</b> How old <b>are</b> you? <b>B:</b> I <b>am</b> 21 years old. Not: I <del>have</del> 21 years.</p>

## STEP 3 FOCUSED PRACTICE

### EXERCISE 1: Discover the Grammar

Underline **be** verbs once. Underline **have** verbs twice. Then match the questions and answers.

- |   |  |
|---|--|
| <p><u>c</u> 1. How old <u>is</u> he?</p> <p>___ 2. Does he have short hair?</p> <p>___ 3. Who has the tickets?</p> <p>___ 4. Is she in your class?</p> <p>___ 5. Do you have a music class?</p> <p>___ 6. Are those girls pregnant?</p> | <p>a. He <u>has</u> them.</p> <p>b. Yes, they are both in their eighth month.</p> <p><u>c</u>. He's 20.</p> <p>d. No, I don't have music this year.</p> <p>e. Yes, she's in my music class.</p> <p>f. No, it's long.</p> |
|---|--|

### EXERCISE 2: Be and Have

(Grammar Notes 1, 5)

Complete the passage. Use the correct forms of **be** or **have**. Find the answer on page P-1.

Who am I?  
1.

It is 1764. I                      eight years old. I                      from Austria. I                       
2.                      3.                      4.                       
in England now with my family. My father                      a violinist. I                       
5.                      6.                       
an older sister. She                      a violinist too. I play the violin and the harpsichord.  
7.                       
I also write music. People say, "You                      a beautiful voice." They say, "You  
8.                      9.                      amazing." The kings and queens of Europe love my music. My middle name  
10.                      Amadeus.

### EXERCISE 3: Be and Have

(Grammar Notes 3-4)

Write questions. Use the correct forms of **be** or **have** and the words in parentheses.

- A: (Who / Midori)                     Who is Midori                    ?  
1.
- B: She's a great violinist. She performs all over the world.
- A: (Where / she / from)   ?  
2.
- B: She's from Osaka, Japan.
- A: (she / in Japan / now)   ?  
3.

(continued on next page)

**B:** No. She lives in Los Angeles.

**A:** (she / any sisters or brothers) \_\_\_\_\_? 4.

**B:** She has a brother, Ryu Goto.

**A:** (he / a violinist) \_\_\_\_\_? 5.

**B:** Yes, he is. He's very talented too.

**A:** (Midori / other interests) \_\_\_\_\_? 6.

**B:** Yes, she does. She writes, teaches, and brings music to children all over the world.



### EXERCISE 4: Editing

There are six mistakes in the conversation. The first mistake is already corrected. Find and correct five more mistakes.

**JUDY:** Who was on the phone?

**MARK:** My cousin, Francisco.

**JUDY:** How old <sup>is</sup> ~~has~~ he?

**MARK:** Twenty-five.

**JUDY:** Where he from?

**MARK:** São Paulo.

**JUDY:** Is he a writer like you?

**MARK:** No. He a musician. He plays the guitar.

**JUDY:** He cute?

**MARK:** Yes, he is. He looks like me.

**JUDY:** Does he has a girlfriend?

**MARK:** Yes, he do.

**JUDY:** That's too bad.

## STEP 4 COMMUNICATION PRACTICE

### EXERCISE 5: Listening

**A** | Judy is telling Mark about a new friend. Listen and answer the questions about Judy's friend Olivia.

1. What does Olivia do? \_\_\_\_\_

2. Where is she from? \_\_\_\_\_

**B** | Listen again. Complete the paragraph about Olivia. Then circle her in the picture.

She's average height and

\_\_\_\_\_ weight. She has \_\_\_\_\_

\_\_\_\_\_ hair. It's very \_\_\_\_\_.

She's a \_\_\_\_\_ saxophone

\_\_\_\_\_.



### EXERCISE 6: Pronunciation

**A** | Read and listen to the Pronunciation Note.

#### Pronunciation Note

**The /h/ sound: /h/ is a breathing sound.**

The /h/ sound is sometimes dropped in the words *he, his, her, have, and has* when they are unstressed inside a sentence. The /h/ sound is not dropped when those words start a sentence or are in short answers.

**B** | Listen to the /h/ sound in the underlined words. Then listen again and repeat.

His hair is black.

Last week his hair was gray.

He's a happy man.

I think he's sad.

Her husband is 40 years old.

I don't know her husband.

**C** | Listen and repeat. Practice with a partner.

**A:** Is he tall?

**B:** Yes, he is.

**A:** When does her concert start?

**B:** Her concert starts at 9:00.

**A:** What's his last name?

**B:** His last name is Kim.

**A:** Give him the tickets.

**B:** Where is he?

## EXERCISE 7: Describe People

Work with a partner. Describe one of the people in Exercise 5 to your partner. Your partner points to the person. Take turns.

## EXERCISE 8: Writing

A | Write a description of a famous person. Use the vocabulary from the unit. Use **be** and **have**.

### Personal Information

#### Country, Age

**Height:** average height, tall, short

**Weight:** average weight, thin, heavy

**Hair color:** black, dark brown, light brown, red, blond, gray

**Eye color:** brown, black, blue, green, hazel, gray

**Marital status:** single, married, divorced

**Occupation:** actor, athlete, political leader, musician, singer, scientist, writer, TV star

**EXAMPLE:** (**Meryl Streep**) She's from New Jersey in the United States. She's in her 60s. She's tall and average weight. She has blond hair and blue eyes. She's married. She's the star of many movies, including *Doubt*, *Sophie's Choice*, *Silkwood*, *Mamma Mia*, and *Out of Africa*. Some say she's the greatest American actress living today.

B | Check your work. Use the Editing Checklist.

### Editing Checklist

Did you use . . . ?

- vocabulary from the unit
- be** and **have** correctly
- correct spelling

C | **GROUPS:** Each student describes the person he or she wrote about. Do not tell the name. The others in the group guess the person.

# UNIT 13 Review

Check your answers on page UR-2.

Do you need to review anything?

## EXERCISE A

Match the questions and answers.

- |                                   |                    |
|-----------------------------------|--------------------|
| ___ 1. Who has the tickets?       | a. Yes, she is.    |
| ___ 2. Is she a student?          | b. Yes, I do.      |
| ___ 3. Do you have a cell phone?  | c. Yes, they are.  |
| ___ 4. Are those girls sisters?   | d. No, he doesn't. |
| ___ 5. Does he have two brothers? | e. Jane does.      |

## EXERCISE B

Complete the conversation. Use the correct forms of **be** or **have**.

- A: What does Ken look like?  
B: He \_\_\_\_\_ tall and average weight.  
A: What color hair \_\_\_\_\_ he \_\_\_\_\_?  
B: He \_\_\_\_\_ red hair.  
A: \_\_\_\_\_ he \_\_\_\_\_ any sisters?  
B: Yes, but they \_\_\_\_\_ not tall!

## EXERCISE C

Correct the conversation. There are five mistakes.

- A: Could you please meet my friend Maria at the bus stop?  
B: OK. What does she look like?  
A: She thin, and she have brown hair and brown eyes.  
B: Has she tall or short?  
A: She has average height.  
B: Is she have short hair?  
A: No, it's long.

STEP 1 GRAMMAR IN CONTEXT

Before You Read

PAIRS: Talk about your habits. Ask, "What do you always do in the morning? What do you never do in the morning?"

EXAMPLE: I always get up early. I never eat breakfast.

Read

Read the conversation.

JOSH: How's it going, Steve? You look kind of tired.

STEVE: Well, things are OK, but I *am* a little tired.

JOSH: Any idea why?

STEVE: Maybe I'm not getting enough sleep.

JOSH: How much do you get?

STEVE: Oh, about six hours a night.

JOSH: What time do you go to bed?

STEVE: I **usually** stay up till 12:30 or 1:00. And I get up at 6:30 or 7:00.

JOSH: Do you **ever** sleep late?

STEVE: **Sometimes**—on the weekend.

JOSH: And I hear you **always** have fast food for lunch.

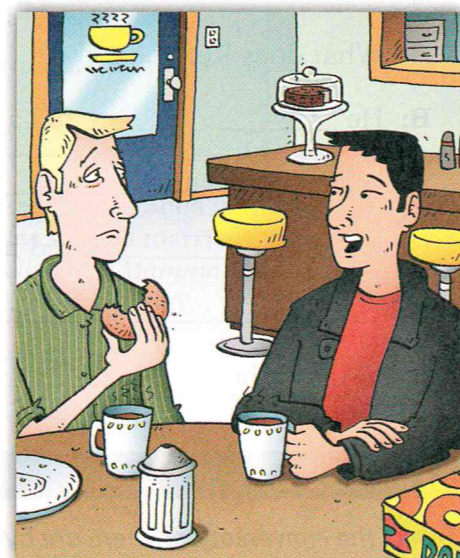
STEVE: And I **sometimes** skip breakfast.

JOSH: So you don't eat three meals a day?

STEVE: **Rarely**. I'm **usually** in a hurry in the morning. So I skip breakfast.

JOSH: Not good, my friend. What about lunch and dinner?

STEVE: I **always** have a good dinner. But lunch . . . well, I'm **always** in a hurry then. So I **usually** go to a fast-food place near the university. I know fast food isn't always healthy.



JOSH: Hmm. Not enough sleep. No breakfast. Fast food for lunch. You're living dangerously.

STEVE: Maybe. But I have one good habit. I exercise.

JOSH: Great. **How often**?

STEVE: Two or three times a year.

After You Read

A | Practice PAIRS: Practice the opening conversation.

B | Vocabulary Listen and repeat the words. Write new words in a notebook.

VOCABULARY

fast food      vegetables      fish

rice      donuts      meat

sweets      potatoes

C | Vocabulary PAIRS: Look at the vocabulary words. Say what you never, sometimes, or often eat.

EXAMPLE: A: I never eat carrots.  
B: Really? I often eat carrots. I never eat meat.  
A: I sometimes eat meat.

D | Comprehension Look again at the opening conversation. Circle the correct answers.

- Steve **is** isn't getting enough sleep.
- Steve usually goes to bed **before / after** midnight.
- Steve **always / sometimes** skips breakfast.
- Steve **usually / sometimes** eats fast food for lunch.
- Steve **usually / rarely** eats three meals a day.
- Steve exercises **a lot / a little**.

## STEP 2 GRAMMAR PRESENTATION

### ADVERBS OF FREQUENCY

Yes / No Questions	Short Answers		Adverbs of Frequency with Be			
Do you <b>ever</b> stay up late?	Yes, I	always usually often sometimes		<b>Be</b>	<b>Adverb</b>	do.
	No, I	rarely never	I	am	always usually often rarely	
		He She It	is	late.		
		We You They	are			

Adverbs of Frequency		Adverbs of Frequency with Other Verbs		
100% of the time	←→	0% of the time		
always		usually	often	sometimes rarely never
I	<b>sometimes</b>	<b>skip</b>	lunch.	
He	<b>never</b>	<b>eats</b>	breakfast.	

### GRAMMAR NOTES

<b>1</b>	Adverbs of frequency say <b>how often</b> something happens.	<ul style="list-style-type: none"> <li>I <b>often skip</b> breakfast.</li> <li>She <b>sometimes skips</b> lunch.</li> </ul>
<b>2</b>	Adverbs of frequency come <b>after</b> the verb <b>be</b> .	<ul style="list-style-type: none"> <li>I'm <b>usually</b> tired in the morning.</li> <li>The food at that restaurant <b>is never</b> good.</li> </ul>
<b>3</b>	Adverbs of frequency usually come <b>before other verbs</b> . <b>NOTE:</b> <i>Usually</i> and <i>sometimes</i> can also come at the beginning or end of a sentence.	<ul style="list-style-type: none"> <li>He <b>usually goes</b> to a fast-food place.</li> <li>It <b>always rains</b> on the weekends.</li> <li><b>Usually</b> I get up at 8:00. OR I get up at 8:00, <b>usually</b>.</li> <li><b>Sometimes</b> I skip breakfast. OR I skip breakfast, <b>sometimes</b>.</li> </ul>
<b>4</b>	Use <b>ever</b> in <i>yes / no</i> questions. <i>Ever</i> means "at any time." <b>BE CAREFUL!</b> Do not use <b>ever</b> in affirmative statements.	<b>A:</b> Do you <b>ever sleep</b> late? <b>B:</b> <b>Often.</b> OR <b>I often do.</b> <ul style="list-style-type: none"> <li>I sleep late.</li> <li>Not: I ever sleep late.</li> </ul>
<b>5</b>	Use <b>how often</b> to ask about frequency.	<b>A:</b> <b>How often</b> do you exercise? <b>B:</b> I usually exercise <b>three times a week</b> .

## STEP 3 FOCUSED PRACTICE

### EXERCISE 1: Discover the Grammar

Read the paragraph about Josh Wang. Circle the 14 adverbs of frequency.

Josh Wang has an active life. He usually gets up at 6 A.M. He always runs 2 or 3 miles with his dog. Sometimes he feels tired, but he still runs. When he gets home from running, he has breakfast. He often has eggs, juice, toast, and coffee, but sometimes he has cereal and fruit. Then Josh goes to work, and he's never late. He works from 9:00 until 5:00. He rarely stays late. In the evening, Josh always has a healthy dinner. He often has fish with rice and vegetables. He never has fast food. He rarely eats sweets. After dinner Josh sometimes reads. Josh is also an artist, so sometimes he paints. He's always in bed by 10:30.

### EXERCISE 2: Adverbs of Frequency

(Grammar Notes 1–5)

Put the words in the correct order. Make conversations.

- A: *Do you ever stay up late* \_\_\_\_\_ ?  
(late / ever / Do / up / stay / you)

B: \_\_\_\_\_  
(do / Yes, / often / I)
- A: \_\_\_\_\_ ?  
(tired / morning / you / Are / the / in / ever)

B: \_\_\_\_\_  
(then / always / I'm / tired)
- A: \_\_\_\_\_ ?  
(often / exercise / How / you / do)




B: \_\_\_\_\_  
(week / a / five / usually / I / exercise / times)
- A: \_\_\_\_\_ ?  
(usually / evening / you / do / What / the / in / do)

B: \_\_\_\_\_  
(piano / the / practice / I / often)

**EXERCISE 3: Adverbs of Frequency**

(Grammar Notes 2-3)

Look at the pictures. Write sentences about Jessica Olson on the next page. Use **always**, **usually**, **sometimes**, or **never** and the words in parentheses.

	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1 	✓	✓	✓	✓	✓	✓	✓
2 							
3 		✓	✓		✓	✓	
4 		✓		✓		✓	

**EXAMPLE:** Jessica always gets up early.

- (take a shower) \_\_\_\_\_  
\_\_\_\_\_
- (drive to work) \_\_\_\_\_  
\_\_\_\_\_
- (arrive at work on time) \_\_\_\_\_  
\_\_\_\_\_
- (cook dinner) \_\_\_\_\_  
\_\_\_\_\_

**EXERCISE 4: Editing**

There are six mistakes in the conversation. The first mistake is already corrected. Find and correct five more mistakes.

**JESSICA:** Domingo, you're a great soccer player. How <sup>often</sup> do you exercise?  
^

**DOMINGO:** I exercise six or seven days a week.

**JESSICA:** Do ever you get tired of exercising?

**DOMINGO:** Sure I do. But always I do it.

**JESSICA:** OK. How often do you travel?

**DOMINGO:** I travel a lot—at least three times a month.

**JESSICA:** Does ever your wife get unhappy because you travel so much?

**DOMINGO:** No, never she gets unhappy. She travels usually with me.

**JESSICA:** That's great, Domingo. Now, good luck in your next game.

## STEP 4 COMMUNICATION PRACTICE

### EXERCISE 5: Listening

- A** | Listen to the telephone conversation between Ken and his grandmother. Then check (✓) the two true statements.



- \_\_\_ 1. Ken's birthday is today.  
 \_\_\_ 2. Ken is always tired.  
 \_\_\_ 3. Ken has a job.  
 \_\_\_ 4. Ken gets eight hours of sleep a night.

- B** | Listen again. Complete the statements.

- Grandma calls Ken because tomorrow is his birthday.
- Grandma is usually \_\_\_\_\_.
- Ken is always \_\_\_\_\_.
- Ken usually starts work at \_\_\_\_\_.
- He never has time \_\_\_\_\_.
- Ken sometimes stays up late \_\_\_\_\_.
- Ken usually gets \_\_\_\_\_ of sleep.
- Grandma says Ken needs \_\_\_\_\_ of sleep every night.

### EXERCISE 6: Pronunciation

- A** | Read and listen to the Pronunciation Note.

#### Pronunciation Note

To make the /r/ sound, put the sides of your tongue on your upper back teeth. The tip of your tongue doesn't touch anything.

- B** | Listen to the words. Check (✓) the words that have an /r/ sound.

- \_\_\_ 1.      \_\_\_ 3.      \_\_\_ 5.      \_\_\_ 7.      \_\_\_ 9.  
 ✓ 2.      \_\_\_ 4.      \_\_\_ 6.      \_\_\_ 8.      \_\_\_ 10.

- C** | PAIRS: Practice words with the /r/ sound.

- |          |          |            |         |          |
|----------|----------|------------|---------|----------|
| 1. ever  | 3. hours | 5. wear    | 7. ride | 9. right |
| 2. tired | 4. sure  | 6. morning | 8. work | 10. rare |

### EXERCISE 7: About You

- A** | Write true statements about yourself. Use the words in parentheses and an adverb of frequency.

EXAMPLE: I'm always on time to class.

- (be on time to work) \_\_\_\_\_
- (be tired in the morning) \_\_\_\_\_
- (eat breakfast) \_\_\_\_\_
- (eat fast food) \_\_\_\_\_
- (ride a horse) \_\_\_\_\_
- (go to the movies) \_\_\_\_\_
- (wear boots) \_\_\_\_\_
- (get enough sleep) \_\_\_\_\_

- B** | PAIRS: Tell your partner about your habits.

### EXERCISE 8: Writing

- A** | PAIRS: Change the statements you wrote in Exercise 7 to **yes / no** questions with **you**. Use adverbs of frequency. Ask your partner each question. Then tell the class three things about your partner.

EXAMPLE: **A:** Are you always on time to class?

**B:** No, I'm rarely on time to class.

**A:** Alicia is rarely on time to class.

- B** | Check your work. Use the Editing Checklist.

#### Editing Checklist

Did you use . . . ?

- yes / no** questions with "you" correctly
- adverbs of frequency correctly
- correct spelling

# UNIT 14 Review

Check your answers on page UR-2.  
Do you need to review anything?

## EXERCISE A

Match the sentences with similar meanings.

- |                                 |                                    |
|---------------------------------|------------------------------------|
| ___ 1. They always exercise.    | a. They exercise on weekends.      |
| ___ 2. They rarely exercise.    | b. They exercise five days a week. |
| ___ 3. They sometimes exercise. | c. They exercise every day.        |
| ___ 4. They usually exercise.   | d. They exercise once a month.     |

## EXERCISE B

Put the words in the correct order. Make conversations.

1. A: \_\_\_\_\_?  
(often / skip / How / you / do / lunch)
- B: \_\_\_\_\_  
(lunch / sometimes / I / skip)
2. A: \_\_\_\_\_?  
(usually / weekends / you / do / What / the / on / do)
- B: \_\_\_\_\_  
(movies / the / go / I / often / to)
3. A: \_\_\_\_\_?  
(breakfast / ever / Do / donuts / eat / you / for)
- B: \_\_\_\_\_  
(do / No, / never / I)

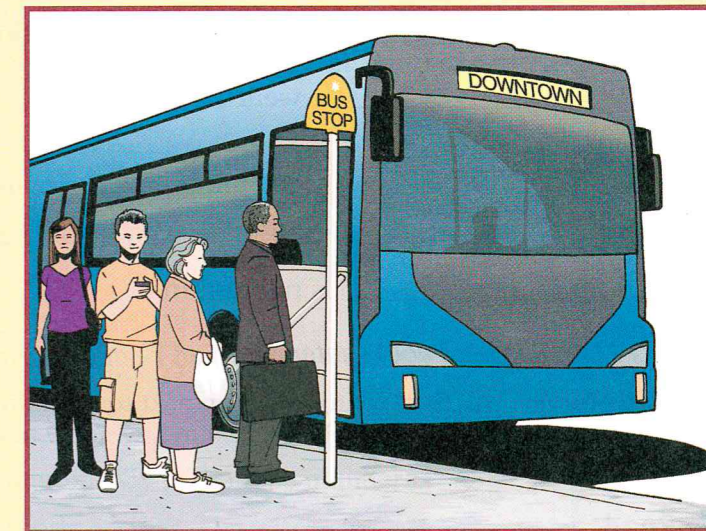
## EXERCISE C

Correct the conversation. There are five mistakes.

- A: Do you always to eat healthy food?  
B: Oh, yes. I am usually eat a lot of fruit and vegetables.  
A: Do you have ever fast food?  
B: Rarely—and only on the weekend.  
A: And I hear you have always breakfast.  
B: Yes, I skip breakfast never. Breakfast is very important!

# PART VI

## PRESENT PROGRESSIVE



UNIT	GRAMMAR FOCUS	THEME
15	Present Progressive: Statements	A Friend from Long Ago
16	Present Progressive: Yes / No Questions	Babysitting
17	Present Progressive: Wh- Questions	Ways of Traveling



# UNIT 15 Present Progressive: Statements

## A FRIEND FROM LONG AGO

### STEP 1 GRAMMAR IN CONTEXT

#### Before You Read

A | Look at your classmates. Complete the sentences.

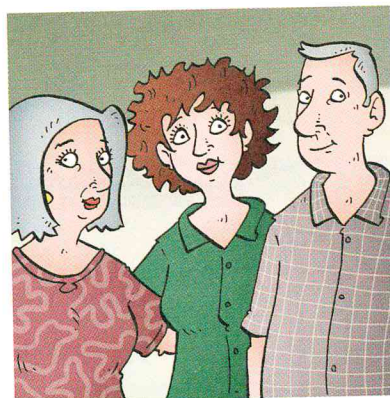
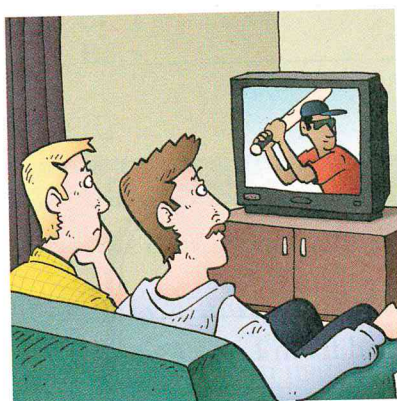
- \_\_\_\_\_ is sitting next to a window.
- \_\_\_\_\_ is wearing glasses.
- \_\_\_\_\_ is talking.
- \_\_\_\_\_ is smiling.
- \_\_\_\_\_ is not smiling.

B | PAIRS: Compare your sentences.

EXAMPLE: A: Eun Young is sitting next to a window.  
B: Sahra is sitting next to a window too.

#### Read

Read the email on the next page from Jessica to her friend Lauren.



Dear Lauren,

I was so surprised and happy to get your email. Yes, I'm the Jessica Beck from Seattle High School. And of course I remember you. We were together in math for four years.

**I'm living** in Redmond with my husband and children. Here are some photos of us.

Tim is my husband. **He's wearing** the gray sweatshirt. **He's sitting** next to my brother, Steve. **They're watching** a ball game. **They're not smiling** because **their team is losing**. I'm sure you remember Steve. Believe it or not, he's a professor now.

My son Jeremy is in the chair. He's fifteen. **He's texting** friends. He's a great kid. Annie and Ben **are playing** cards. Annie is ten, and Ben is seven. They keep us busy.

In this photo **I'm standing** between my parents. **They're not working** now. Mom is happy, but Dad misses work.

Please call as soon as you get to Washington. My cell phone number is 555-460-9878. I'll meet you at the airport.

Love from your long-lost friend,

Jessica

#### After You Read

A | Practice PAIRS: Practice the opening reading. Each person reads a paragraph.

**B | Vocabulary** Listen and repeat the words. Write new words in a notebook.

**VOCABULARY**

wear                      sit                      watch

smile                      text

play cards                      stand

**C | Vocabulary PAIRS:** Look at a classmate. Follow the example. Tell about the classmate. Your partner guesses who it is.

**EXAMPLE:** **A:** He's wearing a red sweater. He's sitting near the door. He's not smiling. He's not texting. He's not playing cards. He's not standing.  
**B:** Is it Ernesto?  
**A:** Right!

**D | Comprehension** Look again at the opening email. Match the sentence beginnings and endings. The first one is done for you.

- |                                    |                                 |
|------------------------------------|---------------------------------|
| <u>  b  </u> 1. Tim is wearing     | a. between her mom and dad.     |
| ___ 2. Steve and Tim are watching  | <u>  b  </u> a gray sweatshirt. |
| ___ 3. They're not smiling because | c. a sports event on TV.        |
| ___ 4. Jeremy is texting           | d. their team is losing.        |
| ___ 5. Annie and Ben are playing   | e. friends.                     |
| ___ 6. Jessica is standing         | f. cards.                       |

**STEP 2 GRAMMAR PRESENTATION**

**PRESENT PROGRESSIVE: STATEMENTS**

Affirmative Statements		
am	is	are
I am listening.	He is standing. She is sitting. It is raining.	We are sitting. You are standing. They are smiling.
Contractions		
I'm listening.	He's standing. She's sitting. It's raining.	We're sitting. You're standing. They're smiling.
Negative Statements		
am not	is not	are not
I am not talking.	He is not standing. She is not reading. It is not snowing.	We are not working. You are not listening. They are not working.
Contractions		
I'm not talking.	He's not standing. Jeremy isn't listening. She's not talking. Annie isn't talking. It's not snowing.	We're not talking. Tim and I aren't talking. You're not talking. You and Annie aren't talking. They're not talking. Tim and Jeremy aren't talking.

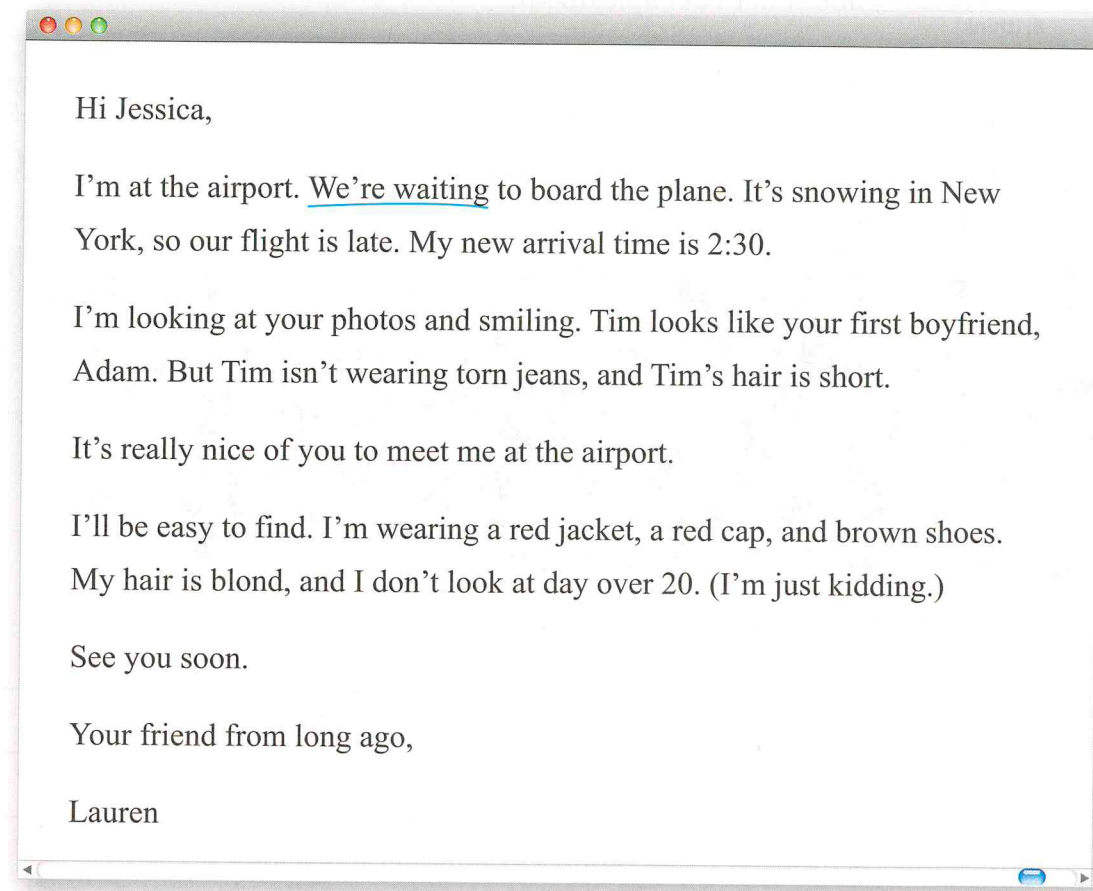
## GRAMMAR NOTES

1	<p>Use the <b>present progressive</b> to talk about an action that is <b>happening now</b>.</p> <div style="text-align: center;"> <p>Now</p> <p>Past ← —————→ Future</p> <p style="margin-left: 100px;">She's talking.</p> </div>	<ul style="list-style-type: none"> <li>The president <b>is talking</b>. I'm <b>listening</b> to her.</li> </ul>
2	<p>Use a form of <b>be</b> + the <b>verb</b> + <b>-ing</b> to form the present progressive.</p> <p><b>NOTE:</b> If the <b>base verb ends in -e</b>, drop the <b>-e</b> and add <b>-ing</b>.</p> <p>If the <b>base verb is one syllable and it ends in consonant + vowel + consonant, double the last consonant</b>. Then add <b>-ing</b>.</p> <p><b>EXCEPTIONS:</b> Do not <b>double</b> the last consonant if it is <b>w, x, or y</b>.</p>	<ul style="list-style-type: none"> <li>I <b>am listening</b>. (listen)</li> <li>She <b>is talking</b>. (talk)</li> <li>He <b>is writing</b>. (write)</li> <li>She <b>is running</b>. (run)</li> <li>They're <b>sitting</b>. (sit)</li> <li>We're <b>shopping</b> (shop)</li> <li>We're <b>growing</b> tomatoes.</li> <li>He's <b>fixing</b> his computer.</li> <li>She's <b>playing</b> ball.</li> </ul>
3	<p>We often use <b>contractions</b> in speaking and informal writing.</p>	<ul style="list-style-type: none"> <li>He's <b>playing</b> cards.</li> <li>I'm <b>reading</b>.</li> <li>They're <b>smiling</b>.</li> </ul>
4	<p>Use a form of <b>be</b> + <b>not</b> + the <b>verb</b> + <b>-ing</b> for <b>negative statements</b>.</p> <p>There are <b>two contractions</b> for <b>is not</b> and <b>are not</b>.</p>	<ul style="list-style-type: none"> <li>I'm <b>not wearing</b> a hat.</li> <li>Jeremy <b>isn't talking</b>. OR He's <b>not talking</b>.</li> <li>Annie and Ben <b>aren't reading</b>. OR They're <b>not reading</b>.</li> </ul>
5	<p><b>Be, have, like, need, and want</b> are <b>non-action (stative) verbs</b>. We usually use these verbs in the <b>simple present</b>, not the present progressive.</p> <p><b>NOTE:</b> Look at Units 10 and 11 for more practice with these verbs.</p>	<ul style="list-style-type: none"> <li>Ali <b>is</b> a lawyer. Not: Ali <del>is being</del> a lawyer.</li> <li>Septi <b>likes</b> apples. Not: Septi <del>is liking</del> apples.</li> <li>Bob <b>doesn't have</b> a car. Not: Bob <del>isn't having</del> a car.</li> </ul>
6	<p>When you want to connect <b>one subject</b> with <b>two verbs, do not repeat</b> a form of <b>be</b>.</p>	<ul style="list-style-type: none"> <li>He's <b>eating</b> and <b>watching</b> TV. Not: He's eating and <del>is</del> watching TV.</li> </ul>

## STEP 3 FOCUSED PRACTICE

### EXERCISE 1: Discover the Grammar

Read the email to Jessica from Lauren. Underline all examples of the present progressive.



### EXERCISE 2: Present Progressive

(Grammar Notes 1–5)

Complete the conversation. Use the present progressive and the correct forms of the words in parentheses.

**TIM:** That's a funny picture. Who's that?

**JESSICA:** It's me. In high school. At a school picnic.

**TIM:** You 're kidding \_\_\_\_\_.  
1. (kid)

**JESSICA:** No. Really! I \_\_\_\_\_ sunglasses and a funny hat. My hair is long, and I \_\_\_\_\_ makeup.  
2. (wear)  
3. (wear, not)

**TIM:** Oh. Well, what are you doing?

(continued on next page)



**D** Listen and check (✓) the sentence you hear.

1. \_\_\_ a. He's right.  
\_\_\_ b. He's light.
2. \_\_\_ a. This race is good.  
\_\_\_ b. This lace is good.
3. \_\_\_ a. It's the wrong way home.  
\_\_\_ b. It's the long way home.
4. \_\_\_ a. What does *rate* mean?  
\_\_\_ b. What does *late* mean?

### EXERCISE 7: True Statements

**A** Underline the correct words to make true sentences.

1. The person on my right **is listening / isn't listening** to me.
2. The person on my left **is looking / isn't looking** at me.
3. Our teacher **is writing / isn't writing**.
4. **It's raining / It isn't raining** today.
5. The student near the door **is looking / is not looking** at his or her watch.
6. **I'm reading / I'm not reading** my sentences to my partner.

**B** PAIRS: Read your statements aloud. Compare them.

### EXERCISE 8: Picture Differences

PAIRS: Study the two pictures. Find five differences.



Picture A



Picture B

**EXAMPLE:** In Picture A the man is cooking hot dogs. He's not cooking hot dogs in Picture B. He's cooking chicken.

### EXERCISE 9: Writing

**A** Compare two photos of the same person. Write sentences with the present progressive. Answer the questions:

- Where is the person in each photo?
- What is the person doing?
- What is the person wearing?

**B** Underline the present progressive.

**EXAMPLE:** In this photo I'm eating at my favorite restaurant with two good friends. I'm wearing a new sweater. I'm smiling because it's my birthday and I'm happy.  
In this photo I'm playing soccer. I'm with my family. I'm wearing shorts and a T-shirt. I'm not smiling because our team is losing.

**C** Check your work. Use the Editing Checklist.

#### Editing Checklist

Did you use . . . ?

- the present progressive correctly
- correct spelling

Check your answers on page UR-2.  
Do you need to review anything?

EXERCISE A

Complete the conversation. Use the present progressive form of the words in parentheses.

- A: Hey, Mike. What are you doing?  
 B: Me? I 1. (talk) on the phone with you.  
 A: Very funny. Well, I 2. (not, do) anything. How about your brother?  
 B: He 3. (not, do) anything. He 4. (watch) TV. He's bored.  
 A: Well, my friends 5. (not, feel) bored. They 6. (play) soccer in the park. Do you and your brother want to play too?  
 B: Sure! Sounds like fun. I'll ask my brother.

EXERCISE B

Put the words in the correct order. Make sentences.

- Redmond / in / are / Jessica and her family / living
- her parents / Jessica / standing / between / is
- not / Jessica's / working / mother and father / are
- watching / on TV / Tim and Steve / a game / are

EXERCISE C

Correct the sentences. There are five mistakes. Use contractions.

- He not standing.
- She wearing glasses.
- It isn't snow today.
- They're listen to a CD.
- We not playing cards.

STEP 1 GRAMMAR IN CONTEXT

Before You Read

Look at the pictures. Write T (True) or F (False).

- Tim and Jessica are celebrating.
- Tim and Jessica are at home.
- The children's babysitter isn't watching them.

Read

Read the conversations.

- TIM:** Hi, hon. Happy anniversary!  
**JESSICA:** Thanks! You too.  
**TIM:** Everyone OK? **Is Jeremy watching** Ben and Annie?  
**JESSICA:** No. Jeremy's at a basketball game with Steve.  
**TIM:** Oh. **Is Mrs. Brown babysitting**?  
**JESSICA:** No. Her granddaughter Kelly Brown is.  
*(Later—Jessica calls Kelly.)*  
**KELLY:** Hello?  
**JESSICA:** Hi, Kelly. This is Mrs. Olson. How's everything? **Are the children listening** to you?  
**KELLY:** Sure. Everything's great.  
**JESSICA:** So **are you helping** Ben with his math? **Is he doing** his homework?  
**KELLY:** No, not now. He's baking cookies. He says he's the family baker.  
**JESSICA:** He is? Well, **is Annie studying** for her science test?  
**KELLY:** I think so. Her friend Gail is here. They're in Annie's room. It's quiet. They're probably studying.  
**JESSICA:** Hmm. Well, I'm sure they are, but can you check?  
**KELLY:** OK, Mrs. Olson. Look. Don't worry. Everything's cool. Enjoy your anniversary.  
**JESSICA:** Thanks, Kelly. We'll be back around 10:00.  
**KELLY:** See you then. Bye.



**After You Read**

**A | Practice** GROUPS OF THREE: Practice the opening conversation.

**B | Vocabulary** Listen and repeat the words. Write new words in a notebook.

**VOCABULARY**



**babysit**



**help someone with homework**



**get a haircut**



**cut someone's hair**



**make a mess**



**worry**



**celebrate an anniversary**



**around five o'clock**

**C | Vocabulary** Complete the passage. Use the correct forms of the vocabulary words.

It's around 1. five o'clock. Tim is at the barber's. He 2.  
 Jessica is at work. Mrs. Brown 3. She's 4. Ben  
5. his homework. Tim (not) 6. about Mrs. Brown.  
 Mrs. Brown is a good babysitter.

**D | Comprehension** Look again at the opening conversation. Circle the correct letter.

1. Are Tim and Jessica celebrating their anniversary?  
 a. Yes, they are.  
 b. No, they aren't.
2. Is Mrs. Brown babysitting?  
 a. Yes, she is.  
 b. No, she isn't.
3. Who is Kelly?  
 a. Mrs. Brown's granddaughter.  
 b. Mrs. Brown's daughter.
4. Is Kelly helping Ben with his math?  
 a. No, she isn't.  
 b. Yes, she is.
5. What is Ben doing?  
 a. His homework.  
 b. He's baking cookies.
6. Are Annie and Gail studying?  
 a. Yes, they are.  
 b. No, they aren't.
7. Is Gail cutting Annie's hair?  
 a. Yes, she is.  
 b. No, she isn't.
8. Is Annie cutting Gail's hair?  
 a. Yes, she is.  
 b. No, she isn't.

**STEP 2 GRAMMAR PRESENTATION**

**PRESENT PROGRESSIVE: YES / NO QUESTIONS**

Yes / No Questions	Short Answers		
Am I making a mess?	Yes, you <b>are</b> .	No, you're <b>not</b> .	OR No, you <b>aren't</b> .
Is he studying?	Yes, he <b>is</b> .	No, he's <b>not</b> .	OR No, he <b>isn't</b> .
Are they playing?	Yes, they <b>are</b> .	No, they're <b>not</b> .	OR No, they <b>aren't</b> .

**GRAMMAR NOTES**

1	In a <b>yes / no question</b> in the present progressive, put <b>am, is, or are</b> before the subject.	<p style="text-align: right; font-size: 0.8em;">SUBJECT</p> <ul style="list-style-type: none"> <li>• Statement: You <b>are</b> working.</li> <li style="text-align: right; font-size: 0.8em;">SUBJECT</li> <li>• Question: <b>Are</b> you working?</li> </ul>
2	We often use <b>short answers</b> in speaking and informal writing.	<p><b>A:</b> Are you doing your homework?  <b>B:</b> Yes, I am. OR Yes.  <b>C:</b> No, I'm not. OR No.</p>
3	<b>Don't use contractions</b> in affirmative short answers.	<p><b>A:</b> Is he reading?  <b>B:</b> Yes, <b>he is</b>.                      Not: Yes, <b>he's</b>.</p>

## STEP 3 FOCUSED PRACTICE

### EXERCISE 1: Discover the Grammar

A | Look at the questions. Check (✓) the questions in the present progressive. Match the questions and answers.

- |   |                       |
|---|-----------------------|
| ✓ 1. Are the parents leaving?               | 1 a. No, they aren't. |
| ___ 2. Are the parents returning home?      | ___ b. Yes, he is.    |
| ___ 3. Is the babysitter asleep?            | ___ c. No, he isn't.  |
| ___ 4. Is the babysitter eating?            | ___ d. Yes, they are. |
| ___ 5. Is the little boy eating a sandwich? | ___ e. No, she isn't. |
| ___ 6. Is the little boy asleep?            | ___ f. Yes, she is.   |

B | Look at the Dennis the Menace cartoon. Why does Dennis say, "Now you need to pay me. Right?"

#### DENNIS THE MENACE



Dennis the Menace is a cartoon character by Hank Ketcham. The cartoon is over 60 years old. It appears in 48 countries and in 1,000 newspapers all over the world.

"The sitter is sleeping. Now you need to pay me. Right?"

### EXERCISE 2: Present Progressive

(Grammar Notes 1–3)

A | Write **yes** / **no** questions and answers. Use the present progressive and the correct forms of the words in parentheses.

KELLY: Hello.

SUSAN: Kelly? It's me, Susan. So, tell me. Is Jeremy there?

KELLY: Uh... sure. Right here with me.

SUSAN: Oh, you're so lucky. Are you watching TV together \_\_\_\_\_?  
1. (you / watch TV together)

KELLY: \_\_\_\_\_  
2. (we / watch / a DVD)

SUSAN: \_\_\_\_\_?  
3. (you / watch a romance)

KELLY: Uh-huh. \_\_\_\_\_ *Fifty First Dates*.  
4. (We / watch)

SUSAN: Awesome. \_\_\_\_\_?  
5. (Jeremy / wear / his cool basketball jacket)

KELLY: Sure. And he wants to take me to a concert.

SUSAN: Wow!

KELLY: Hey, Susan. \_\_\_\_\_ together. He isn't even here with me. \_\_\_\_\_ the California Bears. Jeremy and his uncle are at the silly basketball game. And—Jeremy still doesn't know I exist.  
6. (I / kid) 7. (Jeremy / not / sit)  
8. (We / not / watch a DVD) 9. (play)

### EXERCISE 3: Questions and Answers

(Grammar Notes 1–3)

Write questions and complete the answers. Use the present progressive and the correct forms of the words in parentheses. Use contractions when possible.

1. A: Is Jeremy watching the game \_\_\_\_\_?  
(Jeremy / watch / the game)

B: No, he \_\_\_\_\_.  
(He / wash / the car)

2. A: \_\_\_\_\_?  
(the kids / eat chips)

B: No, \_\_\_\_\_. They're eating sandwiches.

3. A: \_\_\_\_\_?  
(it / rain)

B: Yes, \_\_\_\_\_. Take an umbrella.

4. A: \_\_\_\_\_?  
(Uncle Steve / get a haircut)

B: Yes, \_\_\_\_\_. He's at the barbershop right now.

5. A: \_\_\_\_\_?  
(Tim and Jessica / celebrate their anniversary)

B: Yes, \_\_\_\_\_. They're having a romantic dinner.



**EXERCISE 4: Editing**

There are seven mistakes in the conversations. The first mistake is already corrected. Find and correct six more mistakes.

- A: Are you ~~wear~~<sup>wearing</sup> my watch?  
B: Yes, I am. Is that OK?
- A: They celebrating Tim's birthday?  
B: No. They're celebrating Tim and Jessica's anniversary.
- A: Is he gets a haircut now?  
B: Yes, he is. He likes his hair short.
- A: Are the children eating chips?  
B: No, they not. They're eating sandwiches.
- A: Is raining?  
B: Yes, it's.
- A: Are you wash the dishes?  
B: Yes, I am.

**B** | Listen to the sentences. Underline the words you hear.

- Are you **watching** / **washing** them?
- Please **match** / **mash** them.
- What's a **ditch** / **dish**?
- Are they buying **chips** / **ships**?
- How do you spell **cheap** / **sheep**?

**C** | Listen again and repeat.

**D** | PAIRS: Say a sentence from Part B. Your partner writes the /tʃ/ or /ʃ/ word.

**EXERCISE 6: Listening**

**A** | Listen to the telephone conversation between Steve and his sister Jessica. Circle the correct letter.

What is Steve doing when Jessica calls?

- a. He's preparing for an online course.    b. He's taking an online course.

**B** | Listen again. Answer the questions. Use short answers.

- Is Ben working on a model ship? Yes, he is.
- Is Ben eating chips? \_\_\_\_\_
- Is Steve writing articles for the *Daily Times*? \_\_\_\_\_
- Is Annie acting? \_\_\_\_\_
- Is Annie playing basketball? \_\_\_\_\_
- Is Annie writing for the *Daily Times*? \_\_\_\_\_
- Is Annie writing for her school paper? \_\_\_\_\_

**EXERCISE 7: Act Out Sentences**

**A** | Write a sentence in the present progressive. Use one of the verbs from the box.

cook	drink	help	read	wash	worry
daydream	eat	listen to	sleep	watch	write

**B** | Give your sentence to a classmate. That classmate acts out your sentence.

EXAMPLE: You are watching TV.

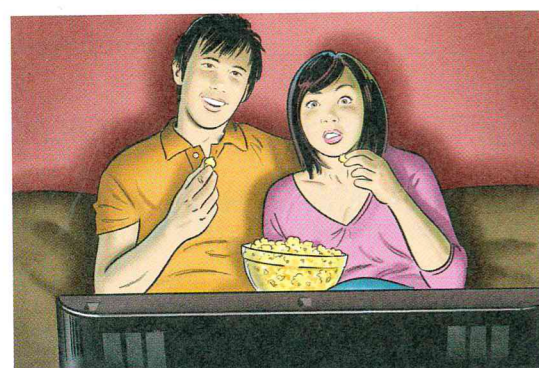
(continued on next page)

**STEP 4 COMMUNICATION PRACTICE**

**EXERCISE 5: Pronunciation**

**A** | Listen to the sound of the boldface letters. Then listen again and repeat.

**watch** /tʃ/



**wash** /ʃ/



- match** — **mash**
- ditch** — **dish**
- chip** — **ship**
- cheap** — **sheep**

C | The class asks **yes / no** questions to guess the action.

EXAMPLE: **Class:** Are you watching TV?  
**You:** Yes, I am. OR No, I'm not.

### EXERCISE 8: Writing

A | Look at the Dennis the Menace cartoon again. Label the items in the picture.

- a coat
- a glass of milk
- glasses
- a sandwich
- shoes
- a sofa



"The sitter is sleeping. Now you need to pay me. Right?"

B | Write five **yes / no** questions about the cartoon. Use the present progressive. Ask about the little boy, the parents, and the babysitter. Possible verbs: drink, eat, hold, sit, wear, sleep.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

C | Check your work. Use the Editing Checklist.

#### Editing Checklist

- Did you use . . . ?
- the present progressive correctly
  - correct spelling

D | Ask classmates your questions. Answer their questions.

# UNIT 16 Review

Check your answers on page UR-2.

Do you need to review anything?

### EXERCISE A

Match the questions and answers.

- |                                      |                   |
|--------------------------------------|-------------------|
| ___ 1. Are you sleeping?             | a. Yes, you are.  |
| ___ 2. Are your classmates studying? | b. Yes, they are. |
| ___ 3. Is your sister babysitting?   | c. No, he isn't.  |
| ___ 4. Is your son watching TV?      | d. Yes, she is.   |
| ___ 5. Am I helping?                 | e. No, I'm not.   |

### EXERCISE B

Write questions and complete the answers. Use the present progressive and the words in parentheses. Use contractions whenever possible.

1. A: \_\_\_\_\_?  
 (Rob / go / to the movies)
- B: No, \_\_\_\_\_. He's going to a baseball game.
2. A: \_\_\_\_\_?  
 (John and Eleanor / celebrate / an anniversary)
- B: No, \_\_\_\_\_. They're celebrating a birthday.

### EXERCISE C

Correct the conversations. There are six mistakes.

1. A: Is snowing?  
 B: Yes, it's.
2. A: Are you make a mess?  
 B: No, I not.
3. A: Are the children to doing their homework?  
 B: No, they not. They're watching TV.

# UNIT 17 Present Progressive: Wh- Questions

## WAYS OF TRAVELING

### STEP 1 GRAMMAR IN CONTEXT

#### Before You Read

PAIRS: Check (✓) the things that are true for you. Then compare your answers.

- |   |   |
|---|---|
| <input type="checkbox"/> I usually call friends.  | <input type="checkbox"/> I usually email friends.   |
| <input type="checkbox"/> I like to travel by car. | <input type="checkbox"/> I like to travel by plane. |
| <input type="checkbox"/> I get to school by car.  | <input type="checkbox"/> I get to school by bus.    |

#### Read

Read the conversations.

MARK: Hello?

NICK: Hey, little brother . . . what's happening?

MARK: Nick? Is it really you?

NICK: Yep. This is your big brother.

MARK: I can't believe it. Why are you calling me? You hate phones.

NICK: I know . . . I emailed you, but you didn't answer.

MARK: What are you doing? Are you still in Kenya?

NICK: Nope. I'm back in the United States. I'm on my way to a job interview in Denver.

MARK: In Colorado? Wow! Are you planning to leave Kenya?

NICK: I don't know. It's possible.

MARK: How are you traveling? I think I hear a car engine.

NICK: By car. You still have good ears. Do you remember my old friend Jerry Gomez? He's driving me to Denver.

MARK: Sure I remember him. What's Jerry doing these days?

NICK: He's teaching at a college in Colorado.

MARK: Can you come to Seattle?

NICK: That's my plan. I'll be there next week.

\* \* \* \* \*

JUDY: Why are you smiling? Who was on the phone?

MARK: My brother Nick—the interesting one.

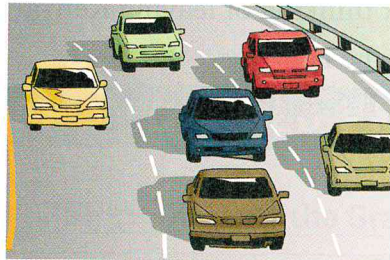


#### After You Read

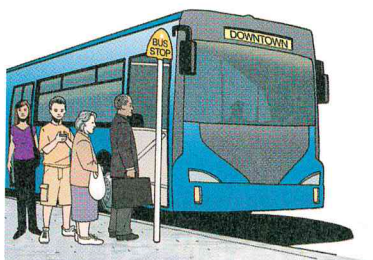
A | Practice GROUPS OF THREE: Practice the opening conversations.

B | Vocabulary Listen and repeat the words. Write new words in a notebook.

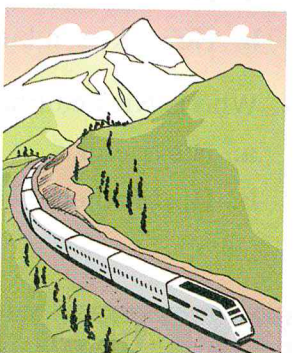
### VOCABULARY




by car



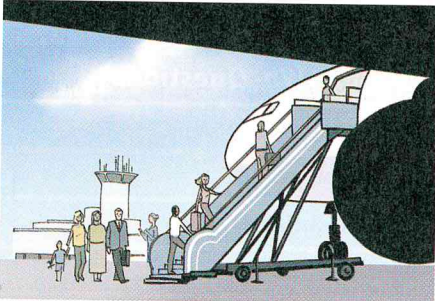
by bus



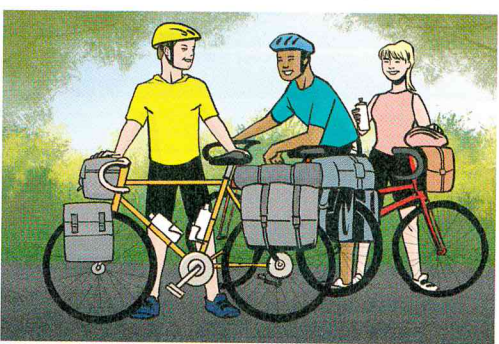
by train



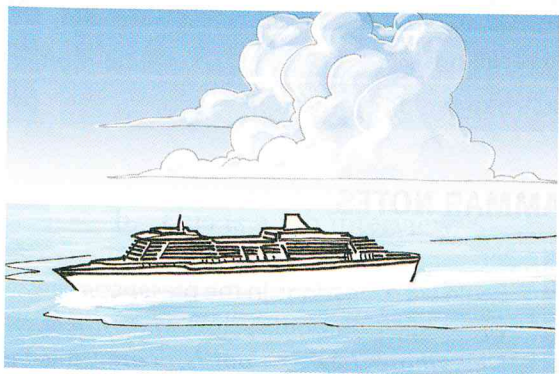
by subway / by metro



by plane



by bicycle



by boat

C | Vocabulary PAIRS: Ask how your partner gets to school, work, friends' homes, and the supermarket. Use the vocabulary words.

EXAMPLE: A: How do you get to school?

B: I get there by bus. OR Sometimes I get there by bicycle.

**D | Comprehension** Look again at the opening conversations. Circle the correct letter.

- Where is Nick?
  - In Kenya.
  - In the United States.**
- What is he doing?
  - He's going to Denver.
  - He's taking a bus.
- Who is Nick calling?
  - His friend.
  - His brother.
- How is Nick traveling?
  - By plane.
  - By car.
- Who is he traveling with?
  - His brother.
  - His friend.
- Is Nick thinking of leaving Kenya?
  - Yes, he is.
  - No, he isn't.

## STEP 2 GRAMMAR PRESENTATION

### PROGRESSIVE: WH- QUESTIONS

Wh- Questions	Short Answers
What are you making?	Coffee.
Where are you going?	To an interview.
Why are you smiling?	I'm happy.
Who are you talking to?	Nick.
How are you doing?	Fine.
Wh- Questions about the Subject	Short Answers
Who is calling?	Nick. OR Nick is.
What's happening?	Nothing.

### GRAMMAR NOTES

<b>1</b>	Begin <b>wh- questions</b> in the present progressive with a question word such as <b>what, where, why, who, or how</b> . Use <b>am, is, or are</b> + the <b>-ing</b> form of the verb.	<p style="font-size: small; margin: 0;"><b>WH- WORD + BE + SUBJECT + -ING FORM</b></p> <ul style="list-style-type: none"> <li>• <b>What</b> are you doing?</li> <li>• <b>Where</b> is he going?</li> </ul>
<b>2</b>	Use <b>who</b> to ask about a <b>person</b> .	<p><b>A: Who</b> is traveling with you?  <b>B:</b> My friend (is).  <b>A: Who</b> are you talking to?  <b>B:</b> My brother Nick.</p>

<b>3</b>	Use <b>why</b> to ask for <b>reasons</b> .	<p><b>A: Why</b> are you calling me?  <b>B:</b> You don't check your email.</p>
<b>4</b>	In informal conversation, <b>answers</b> are often <b>short</b> .  <b>BE CAREFUL!</b> Remember not to use contractions in affirmative short answers.	<p><b>A:</b> Where's Nick going?  <b>B: To Denver.</b></p> <p><b>A:</b> Who's driving?  <b>B: Jerry. OR Jerry is.</b>          NOT: Jerry's.</p>

## STEP 3 FOCUSED PRACTICE

### EXERCISE 1: Discover the Grammar

Circle the **wh-** question word. Then match the questions and the answers.

- |   |                                       |
|---|---------------------------------------|
| <u>e</u> 1. <b>How</b> are you traveling? | a. It's cheaper than flying.          |
| ___ 2. Who are you talking to?            | b. My friend Jerry Gomez.             |
| ___ 3. How's it going?                    | c. To Denver. He has a job interview. |
| ___ 4. Where's Nick going?                | d. Great. I love road trips.          |
| ___ 5. Why are you driving there?         | <b>e.</b> By car.                     |

### EXERCISE 2: Wh- Questions

(Grammar Notes 1-4)

Put the words in the correct order. Make questions. Then match the questions and answers.

#### Questions

- wearing / you / a suit / are / Why / \_\_\_\_\_?
- Colorado / to / Who / him / taking / is / \_\_\_\_\_?
- Denver / Nick / to / traveling / is / How / \_\_\_\_\_?
- is / Where / teaching / Jerry / \_\_\_\_\_?

#### Answers

- At a college in Colorado.
- This is a job interview, remember.
- His friend Jerry Gomez.
- In his friend's car.

### EXERCISE 3: Wh- Questions

(Grammar Notes 1-3)

Write Jerry's questions to Nick. Use **Where, How, What, Why, or Who**. Use the present progressive and the correct forms of the words in parentheses.

- A: Where are you staying ?  
(you / stay)                      B: At a Super 8 Motel.
- A: \_\_\_\_\_ there?  
(you / stay)                      B: It's a good, inexpensive motel.
- A: \_\_\_\_\_ now?  
(Mark / do)                      B: He's writing travel articles.
- A: \_\_\_\_\_ now?  
(you / feel)                      B: Great! The job interview went well.
- A: \_\_\_\_\_ ?  
(Mark / date)                      B: A woman named Kathy.

### EXERCISE 4: Editing

There are eight mistakes in the conversations. The first mistake is already corrected. Find and correct seven more mistakes.

- A: Why <sup>is Mark</sup> ~~Mark~~ is sleeping?  
B: He not feeling well.
- A: Who driving Nick to Colorado?  
B: Jerry's.
- A: Why you are studying, Judy?  
B: I have a history test tomorrow.
- A: Why you wearing a suit today?  
B: I have a job interview.
- A: Who you talking to?  
B: Nick. He's coming to Seattle.
- A: What is he wear?  
B: A blue suit.

## STEP 4 COMMUNICATION PRACTICE

### EXERCISE 5: Pronunciation

- A** | Read and listen to the Pronunciation Note.

#### Pronunciation Note

In **yes / no questions**, your voice goes up at the end of the question:

Are you using your cell phone?

In **wh- questions**, your voice goes up and then down at the end:

Who are you calling?

- B** | Listen to the questions. Write an up arrow (↑) if the voice goes up at the end. Write a down arrow (↓) if the voice goes down at the end.

EXAMPLES: What are you doing? ↓  
Do you have email? ↑

- Is Mark taking the train to Seattle? ↑
- Why is Mark taking the train?
- Is Nick staying in Denver?
- Where's he staying?
- Is Jerry coming to Seattle with Nick?
- What's Mark doing?
- Why is he emailing?
- Is he emailing his brother?

- C** | PAIRS: Listen again and repeat. Then read the questions to your partner. Take turns.

### EXERCISE 6: Listening

- A** | Listen to the conversation. Check (✓) the one true sentence.

- \_\_\_\_ 1. Mark is alone.
- \_\_\_\_ 2. Mark is listening to music.
- \_\_\_\_ 3. The job interview was good.
- \_\_\_\_ 4. Mark will see the caller on Thursday.

**B** | Listen again. Answer the questions. Use long answers.

1. Who is calling Mark?

*Nick is calling Mark.*

2. What is Mark doing now?

3. Which one is he watching?

4. Who is he with?

5. What is the caller planning to do?

6. In what city is the caller staying?

7. How is he planning to travel?

### EXERCISE 7: Picture Discussion

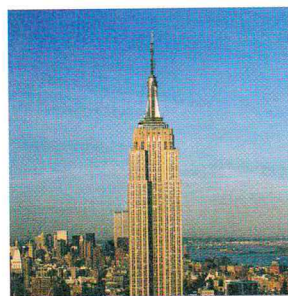
*PAIRS:* Look at the pictures. Imagine you are visiting one of the countries. Your partner asks questions to identify the country. Answer your partner's questions. Take turns.

Possible questions:

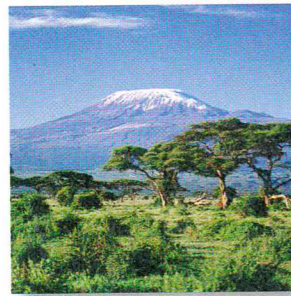
What language are the people speaking?

What are you doing?

What country are you visiting?



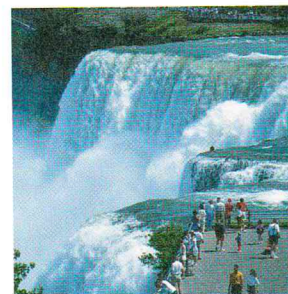
The Empire State Building,  
U.S.A.



Kilimanjaro,  
Tanzania



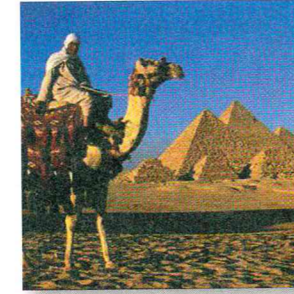
Acapulco Beach,  
Mexico



Niagara Falls,  
Canada / U.S.A.



Sugar Loaf Mountain,  
Brazil



The Great Pyramid,  
Egypt

### EXERCISE 8: Writing

**A** | Imagine that a friend is visiting a foreign country. Write an email and ask questions about what the friend is doing. Include at least three **wh-** questions. Use the present progressive and suggestions from the box or your own questions.

how / travel

what country / visit now

where / stay

**EXAMPLE:** Dear Mary,

What a great trip you're taking! What country are you visiting now?

**B** | Check your work. Use the Editing Checklist.

#### Editing Checklist

Did you . . . ?

include three **wh-** questions

use the present progressive correctly

use correct spelling

Check your answers on page UR-2.  
Do you need to review anything?

**EXERCISE A**

Match the questions and answers.

- |  |                          |
|--|--------------------------|
| ___ 1. What are you doing?               | a. The bus is very slow. |
| ___ 2. Where are you going?              | b. By car.               |
| ___ 3. How are you getting to work?      | c. Fixing my car.        |
| ___ 4. Who are you driving to work with? | d. My friend.            |
| ___ 5. Why are you driving to work?      | e. To work.              |

**EXERCISE B**

Put the words in the correct order. Make questions.

- \_\_\_\_\_?  
(watching / TV / What / on / is / Steve)
- \_\_\_\_\_?  
(are / me / now / calling / Why / you)
- \_\_\_\_\_?  
(class / How / enjoying / the / you / are)
- \_\_\_\_\_?  
(the bus / is / Who / work / taking / to)
- \_\_\_\_\_?  
(with / Where / you / that book / going / are)

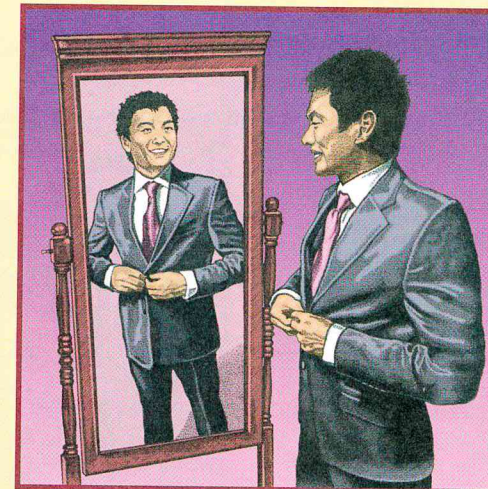
**EXERCISE C**

Correct the conversations. There are five mistakes. Use contractions if possible.

- A: Who teaching the class?  
B: Mark's.
- A: Why you are smiling?  
B: I'm watch a funny movie.
- A: What is your sister wear?  
B: A blue sweatshirt and jeans.

PART  
**VII**

**NOUNS; THIS / THAT / THESE / THOSE; SOME AND ANY; ARTICLES; CAN / CAN'T**



UNIT	GRAMMAR FOCUS	THEME
18	Possessive Nouns; <i>This / That / These / Those</i>	Clothing
19	Count and Non-count Nouns; <i>Some and Any</i>	Food
20	<i>A / An</i> and <i>The</i> ; <i>One / Ones</i>	Shopping for Clothes
21	<i>Can / Can't</i>	Abilities

# UNIT 18 Possessive Nouns; This / That / These / Those

## CLOTHING

### STEP 1 GRAMMAR IN CONTEXT

#### Before You Read

**GROUPS:** Tell your group the birthdays of five people you know. Then report to the class any of the same birthdays.

**EXAMPLES:** My sister's birthday is on November 7. My dad's birthday is on May 23. My best friend's birthday is on . . .  
Ming Fen's sister's birthday and Hamid's friend's birthday are on September 8.

#### Read

**Read the conversation.**

**MARK:** Judy, do I look OK?

**JUDY:** Yeah. You look really sharp.<sup>1</sup> What's the occasion?

**MARK:** I'm having dinner with Kathy and her parents. It's her **parents'** anniversary. They're taking us to an expensive new restaurant, The Water Grill.

**JUDY:** **That's** nice. Is **that** a new sports jacket?

**MARK:** It's my **brother's** jacket.

**JUDY:** It's a good fit.<sup>2</sup>

**MARK:** Are **these** suspenders OK?

**JUDY:** Sure. They go well with **that** tie and **those** shoes.

**MARK:** Thanks. Actually they aren't mine. They're my **roommate's**. I almost never wear a tie or dress shoes.

**JUDY:** Oh yeah? Is *anything* yours?

**MARK:** Uh-huh. **This** new goatee. It's all mine.

**JUDY:** Oh. I see. You know, **that** goatee makes you look like an artist.

**MARK:** An artist? No kidding. I guess **that's** good. Now I need to remember—**Kathy's** mom is Bea Harlow, and her dad is Lee White.

**JUDY:** Relax, Mark. Just be yourself.<sup>3</sup> They're going to love you!



<sup>1</sup> **sharp:** really good

<sup>2</sup> **a good fit:** the right size


<sup>3</sup> **be yourself:** act as you always do

#### After You Read


**A | Practice PAIRS:** Practice the opening conversation.

**B | Vocabulary** Listen and repeat the words. Write new words in a notebook.


**VOCABULARY**




**a tie**



**a sports jacket**



**slacks**



**dress shoes**

**go well with** = look good with

**C | Vocabulary PAIRS:** Complete the conversations. Use the vocabulary words. Practice the conversations.

1. **A:** What's he wearing?

**B:** He's wearing a navy \_\_\_\_\_, a red tie, a pair of tan \_\_\_\_\_, and brown shoes.

2. **A:** You look sharp. The tie and shirt \_\_\_\_\_ the suit.

**B:** Thanks.

3. **A:** I need a pair of \_\_\_\_\_. I'm going to a wedding, and I only have casual shoes.

**B:** What size are you? Maybe you can wear mine.



**D | Comprehension** Look again at the opening conversation. Complete the paragraph. Choose the correct words in parentheses.

Mark is going to have \_\_\_\_\_ *dinner* \_\_\_\_\_ with Kathy's \_\_\_\_\_ *(lunch / dinner)* \_\_\_\_\_ . They're going to an \_\_\_\_\_ *(family / mother and father)* \_\_\_\_\_ restaurant called The Water Grill. Mark doesn't have the right clothes. He borrows his \_\_\_\_\_ *(inexpensive / expensive)* \_\_\_\_\_ sports jacket and his \_\_\_\_\_ *(friend's / brother's)* \_\_\_\_\_ tie and \_\_\_\_\_ *(cousin's / roommate's)* \_\_\_\_\_ shoes. Judy asks if anything belongs to Mark. He points to his new \_\_\_\_\_ *(dress / sports)* \_\_\_\_\_ . Kathy says he looks like an \_\_\_\_\_ *(goatee / watch)* \_\_\_\_\_ . \_\_\_\_\_ *(actor / artist)* \_\_\_\_\_ .

## STEP 2 GRAMMAR PRESENTATION

### POSSESSIVE NOUNS; THIS / THAT / THESE / THOSE; THAT'S

Possessive Nouns	
Singular	Plural
My <b>sister's</b> car is red.	My <b>parents'</b> car is blue.
The <b>actress's</b> first name is Roşa.	Her <b>daughters'</b> names are Tina and Marie.

This / That / These / Those	
Pronouns	Adjectives
<b>This</b> is my cell phone.	<b>This</b> cell phone is great.
<b>That</b> is your jacket.	<b>That</b> tie is Steve's.
<b>These</b> are my keys.	<b>These</b> keys don't work.
<b>Those</b> are your keys.	<b>Those</b> keys are Steve's.

That's
A: It's their 30th anniversary.
B: <b>That's</b> great.
A: He's in the hospital.
B: <b>That's</b> too bad.
A: I'm studying tonight. <b>That's</b> why I can't come to the party.

## GRAMMAR NOTES

<b>1</b>	<b>Possessive nouns show belonging.</b>	<ul style="list-style-type: none"> <li>I'm wearing my <b>roommate's</b> dress shoes. <i>(The shoes belong to my roommate.)</i></li> <li>She's wearing <b>Joe's</b> sports jacket. <i>(The sports jacket belongs to Joe.)</i></li> </ul>
<b>2</b>	<p><b>To show belonging</b>, add an <b>apostrophe (')</b> + <b>-s</b> to a singular noun or an irregular plural noun.</p> <p>Add only an <b>apostrophe (')</b> to a plural noun ending in <b>-s</b>.</p>	<ul style="list-style-type: none"> <li>That's my <b>father's</b> jacket.</li> <li>Where's the <b>women's</b> restroom?</li> <li>It's her <b>parents'</b> anniversary.</li> <li>It's the <b>Becks'</b> house.</li> </ul>
<b>3</b>	<p><b>This, that, these</b>, and <b>those</b> can be <b>pronouns</b> or <b>adjectives</b>.</p> <p><b>REMEMBER:</b> <b>This</b> and <b>that</b> are <b>singular</b>; <b>these</b> and <b>those</b> are <b>plural</b>.</p> <p>Use <b>this</b> and <b>these</b> for things that are <b>near</b>. Use <b>that</b> and <b>those</b> for things that are <b>away</b> from you.</p>	<ul style="list-style-type: none"> <li><b>This</b> is my cell phone. <i>(pronoun)</i></li> <li><b>This cell phone</b> is new. <i>(adjective)</i></li> <li><b>These</b> are my sunglasses. <i>(pronoun)</i></li> <li><b>Those sunglasses</b> on <b>that table</b> over there are Robert's. <i>(adjectives)</i></li> </ul>
<b>4</b>	<p><b>That's</b> is often used in speaking and informal writing. It refers to the idea that was just stated.</p>	<p>A: I really like her parents. B: <b>That's</b> great. A: I really don't like her brother. B: <b>That's</b> too bad. A: He's in Boston. <b>That's</b> why he's not here.</p>

### REFERENCE NOTE

For more practice with **this, that, these**, and **those** as **pronouns**, see Units 2 and 4.

## STEP 3 FOCUSED PRACTICE

### EXERCISE 1: Discover the Grammar

Read the sentences. Underline **this, that, these**, and **those**. Circle the possessive nouns. Match the sentences.

- |   |  |
|---|--|
| <u>c</u> 1. Let's visit <u>Kathy's</u> grandmother. | a. Nice to meet you. I'm Kathy's friend Mark.                    |
| ___ 2. Are <u>those</u> your father's slacks?       | b. They're black.  |
| ___ 3. This is my sister's friend Melanie.          | <u>c</u> 4. That's a good idea. She loves visitors.              |
| ___ 4. What color are your roommate's dress shoes?  | d. That's too bad.   |
| ___ 5. Bob's son has a broken leg.                  | e. No, they're not. They're my brother's. These are my father's. |

**EXERCISE 2: This / That / These / Those**

(Grammar Notes 2-3)

**A** Complete the conversations with **this, that, these, or those**.

1. **KATHY:** Mom, Dad, this is Mark. Mark, \_\_\_\_\_ are my parents.

**MARK:** Nice to meet you.

**BEA HARLOW:** Good to meet you.

2. **LEE WHITE:** Bea, is \_\_\_\_\_ your phone over there?

**BEA:** No, Lee. I think it's Kathy's.

**KATHY:** It is, Dad.

3. **MARK:** \_\_\_\_\_'s a beautiful ring. It's very unusual.

**BEA:** Thanks. \_\_\_\_\_ ring is about 100 years old. It was my great-grandmother's ring.

4. **BEA:** How do you like the food?

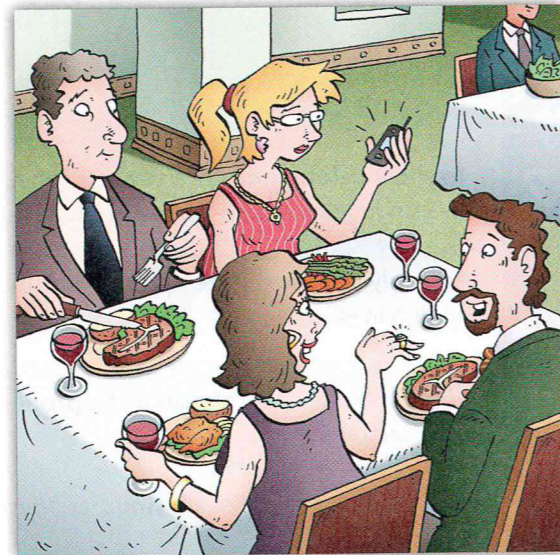
**MARK:** \_\_\_\_\_ steak is delicious!

**KATHY:** And \_\_\_\_\_ vegetables melt in your mouth. How's the chicken, Mom?

**BEA:** Excellent, as always.

5. **LEE:** Bea, do you see \_\_\_\_\_ men over there? I think the tall man is Adam Katz.

**BEA:** You're right. What a small world! Let's go say hello.



**B** Complete the conversations. Use the possessive form of the nouns in parentheses.

1. **KATHY:** Excuse me. Where's the \_\_\_\_\_ restroom?  
(women)

**WAITER:** It's over there, next to the telephones.

2. **LEE:** Mark, is your \_\_\_\_\_ home nearby?  
(parents)

**MARK:** Yes. They live in Redmond. It's just a few miles away.

3. **BEA:** Lee, are these your car keys?

**LEE:** No, they're \_\_\_\_\_.  
(Kathy)

**EXERCISE 3: Possessives**

(Grammar Note 2)

Complete the reading. Use the possessive form of the words in parentheses.

Women in the United States are free to choose their family name when they marry. Many women change their name to their husband's family name. For example, before 1. (husband / family name) married Bill Beck, she was Mary Meyers. After her marriage, she became Mary Beck. But some women don't change their name. 2. (Steve Beck / mother), Bea Harlow, married Lee White. She is still Bea 3. (Kathy White / mother) Harlow after 30 years of marriage. Today some women are keeping their name and adding their 4. (husband / name). For example, 5. (Kathy / sister) Jill is married to Joe Smith. Her married name is Jill White-Smith. So a woman's last name doesn't always match her husband's.

**EXERCISE 4: That's ...**

(Grammar Note 4)

Complete the conversations. Write the correct phrases from the box.

That's a good idea.
That's great.
That's right.
That's too bad.

1. **A:** Her parents really like me.

**B:** \_\_\_\_\_

2. **A:** My boss is impossible.

**B:** \_\_\_\_\_

3. **A:** The Water Grill is that expensive restaurant on Third Street, right?

**B:** \_\_\_\_\_

4. **A:** Let's watch that DVD.

**B:** \_\_\_\_\_

### EXERCISE 5: Editing

There are six mistakes in the reading. The first mistake is already corrected. Find and correct five more mistakes.

My family loves to eat out. On my <sup>parents'</sup>parents anniversary we go to a Chinese restaurant. That's because my parent's love Chinese food. On my brother birthday, we go to an Italian restaurant. My brother loves Italian food. On my sister birthday, we go to a Mexican restaurant. That because her favorite food comes from Mexico. And on my birthday, we go to a different restaurant every year because I like to try different places. These year I want to try a Brazilian restaurant.

## STEP 4 COMMUNICATION PRACTICE

### EXERCISE 6: Pronunciation

**A** | Read and listen to the Pronunciation Note.

#### Pronunciation Note

The 's in a possessive noun sounds like /s/, /z/, or /ɪz/.

/s/: This is my aunt's telephone number.

/z/: When is your uncle's birthday?

/ɪz/: Those are Ross's slacks. (Note that /ɪz/ makes an extra syllable.)

**B** | Listen to the sentences. Write the possessive noun. Then listen again. Check (✓) the sound you hear.

Possessive Noun	/s/	/z/	/ɪz/
1. mother's		✓	
2.			
3.			
4.			
5.			
6.			

**C** | PAIRS: Complete the sentences. Use the possessive form of the nouns in parentheses. Take turns saying each sentence.

- Her sister's (sister) name is Lauren.
- Their \_\_\_\_\_ (parents) home is on Main Street.
- My \_\_\_\_\_ (teacher) glasses are on the desk.
- Our \_\_\_\_\_ (boss) home is on a lake.
- His \_\_\_\_\_ (roommate) brother is staying with us.
- My \_\_\_\_\_ (friend) birthday is tomorrow.

### EXERCISE 7: Listening

**A** | Listen to the conversation. What does Mark talk about? Circle the correct letter.

- the food at the restaurant
- his conversation with Kathy's mom and dad
- his roommate

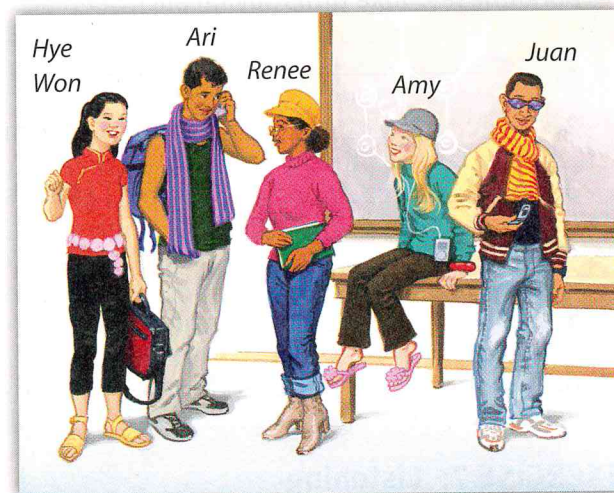
**B** | Listen again. Circle the correct letter to complete the sentences.

- \_\_\_\_\_ has a boat.
  - Kathy's dad
  - Mark's dad
  - Kathy's friend
- \_\_\_\_\_ is worried about her sister.
  - Kathy's mom
  - Kathy
  - Kathy's aunt
- \_\_\_\_\_ doesn't like Mark's goatee.
  - Kathy's mom
  - Kathy's dad
  - Kathy
- \_\_\_\_\_ likes Mark's tie and suspenders.
  - Kathy
  - Mark's roommate
  - Mark's friend

## EXERCISE 8: Picture Differences



Picture A



Picture B

**A | PAIRS:** Look at the pictures. What's different in Picture B?

**EXAMPLE:** In Picture B, Renee is wearing Amy's hat. Juan is wearing . . .

**B | GROUPS:** One student leaves the room. The other students exchange glasses, backpacks, watches, shoes, and so on. The student returns and talks about the changes.

**EXAMPLE:** Yusuf is wearing José's hat.

## EXERCISE 9: Writing

**A |** Write a paragraph about how you celebrate the birthdays of four people you know. Use possessive nouns. Underline the possessive nouns and the nouns that follow them.

**EXAMPLE:** On my niece's birthday, my sister has a big party. My niece gets a lot of gifts, and she is always very happy. My niece is five years old. On my father's birthday, we usually have a barbecue. That's his favorite way to celebrate his birthday. On my mother's birthday, we go to a restaurant. My mother doesn't want to cook on her birthday, and she doesn't like my dad's cooking. And on my brother's birthday, he invites a few friends and relatives to his home. We always buy him something for his computer. That's his passion.

**B |** Check your work. Use the Editing Checklist.

### Editing Checklist

Did you use . . . ?

- possessive nouns correctly
- correct spelling

# UNIT 18 Review

Check your answers on page UR-2.  
Do you need to review anything?

## EXERCISE A

Complete the conversations. Choose the correct words in parentheses.

- A:** Is \_\_\_\_\_ your cell phone?  
(this / these)

**B:** No, \_\_\_\_\_ 's my sister's phone.  
(that / those)
- A:** Are \_\_\_\_\_ your shoes?  
(that / those)

**B:** No, \_\_\_\_\_ are my shoes.  
(this / these)
- A:** It's my birthday.

**B:** \_\_\_\_\_ great!  
(That's / This is)

## EXERCISE B

Complete the sentences. Use the possessive form of the nouns in parentheses.

- That's \_\_\_\_\_ tie.  
(Mark)
- What are your \_\_\_\_\_ names?  
(children)
- A:** Is that the \_\_\_\_\_ car?  
(Smith)

**B:** No, it's \_\_\_\_\_ car.  
(Mr. Bryant)

## EXERCISE C

Correct the conversations. There are six mistakes.

- A:** Is that a new dress?

**B:** No, it's my sisters' dress.
- A:** Do you like this glasses on me?

**B:** Yes, I really like that glasses. They make you look smart.
- A:** Why are you wearing your mom slacks?

**B:** Because my jeans don't fit. That why.
- A:** Where are my keys?

**B:** They're on this counter over there.

# UNIT 19 Count and Non-count Nouns; *Some and Any*

## FOOD

### STEP 1 GRAMMAR IN CONTEXT

#### Before You Read

**GROUPS OF FIVE:** Ask what each person usually has for breakfast. Then compare your group's answers with another group's answers. How many in your group eat a healthy breakfast?

**EXAMPLE:** **A:** What do you usually have for breakfast?  
**B:** I usually have cereal, toast, and coffee.

#### Read

**Read the interviews.**

**JESSICA:** Hello, everyone. This morning we're interviewing people about their eating habits . . . Excuse me, sir, do you eat breakfast?

**MAN:** Yes, more or less.

**JESSICA:** What do you have?

**MAN:** I generally have **a bagel** and **a cup of tea**.

**JESSICA:** That's all? Do you have **any juice** or anything else to drink?

**MAN:** Not usually. Once in a while I have **coffee** instead of **tea**. I'm always in a hurry. Bye.

**JESSICA:** OK. Thanks. Bye.

**JESSICA:** Now, here's our next person. Ma'am, what do you have for breakfast?

**WOMAN 1:** I never eat breakfast.

**JESSICA:** Nothing at all?

**WOMAN 1:** No. I'm on **a diet**. I'm *always* on **a diet**.

**JESSICA:** OK. Thank you . . .



**JESSICA:** And what about you, ma'am? What do you have for breakfast?

**WOMAN 2:** Oh, I usually have **a bowl of cereal** and **some yogurt** with **fruit**—**a banana, a peach, or an orange**, or **some strawberries**. And I have **eggs and toast** and **a glass of juice**.

**JESSICA:** Hmm. That sounds healthy.

**WOMAN 2:** Yes, I always eat **a good breakfast**.

**JESSICA:** All right, thanks. Let's see what our next person says . . .

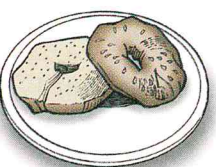

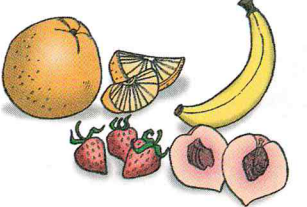
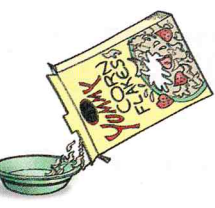


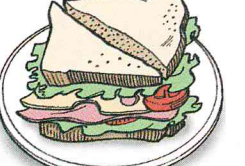
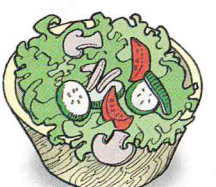
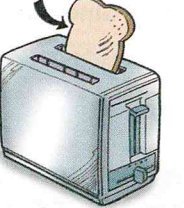


#### After You Read

**A | Practice** **GROUPS OF FOUR:** Practice the opening interviews.

**B | Vocabulary** Listen and repeat the words. Write new words in a notebook.

**VOCABULARY**

 <b>a bagel</b>	 <b>a cup of coffee</b>	 <b>fruit</b>	 <b>cereal</b>
 <b>candy</b>	 <b>yogurt</b>	 <b>a sandwich</b>	 <b>salad</b>
		 <b>a slice of toast</b>	

**C | Vocabulary PAIRS:** Look at the words in the box. Talk about which foods you like and which you don't like.

<b>bagels</b>	<b>cereal</b>	<b>fruit</b>	<b>sandwiches</b>	<b>yogurt</b>
<b>candy</b>	<b>coffee</b>	<b>salad</b>	<b>toast</b>	

**D | Comprehension** Look again at the opening interviews. Circle the correct letter to complete the sentences.

- It is \_\_\_\_\_.
  - morning
  - afternoon
  - evening
- The man has \_\_\_\_\_.
  - a big breakfast
  - a small breakfast
  - no breakfast at all
- He usually drinks \_\_\_\_\_.
  - water
  - coffee
  - tea
- The first woman \_\_\_\_\_ has breakfast.
  - never
  - rarely
  - sometimes
- The second woman has \_\_\_\_\_.
  - a big breakfast
  - a small breakfast
  - no breakfast at all
- Jessica thinks the \_\_\_\_\_ has a healthy meal.
  - man
  - first woman
  - second woman

## STEP 2 GRAMMAR PRESENTATION

### COUNT AND NON-COUNT NOUNS; SOME AND ANY

Count Nouns		Non-count Nouns
Article + Singular Noun	Plural Noun	
a sandwich	sandwiches	yogurt
an orange	oranges	water

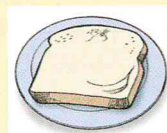
#### Quantifiers: Some and Any

Count Nouns	Non-count Nouns
<b>A:</b> Do you have <b>any</b> oranges? <b>B:</b> Yes, I have <b>some</b> . OR No, I don't have <b>any</b> .	<b>A:</b> Do you have <b>any</b> bread? <b>B:</b> Yes, I have <b>some</b> . OR No, I don't have <b>any</b> .

#### Other Quantifiers



a cup of (coffee)



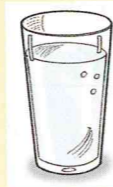
a slice of (bread)



a bowl of (cereal)



a bottle of (mineral water)



a glass of (water)

## GRAMMAR NOTES

<b>1</b>	<p><b>Count nouns</b> refer to separate things. It is <b>easy to count</b> them.</p> <p>To form the plural of most count nouns, add <b>-s</b> or <b>-es</b>.</p>	<ul style="list-style-type: none"> <li>• <b>one</b> orange, <b>two</b> eggs, <b>three</b> bagels</li> <li>• orange            oranges</li> <li>• sandwich        sandwiches</li> </ul>
<b>2</b>	<p><b>Non-count nouns</b> refer to things that are <b>difficult to count</b>.</p> <p>We use <b>quantifiers</b> to help us count non-count nouns. Some quantifiers are <i>a bag of, a bowl of, a slice of, a bottle of, a glass of, and a cup of</i>.</p> <p><b>Some</b> and <b>any</b> are also quantifiers.</p>	<ul style="list-style-type: none"> <li>• I love <b>coffee</b>.</li> <li>• Bring me <b>a cup of coffee</b>.</li> <li>• Ben likes <b>bread</b>.</li> <li>• Please bring him <b>a slice of bread</b>.</li> <li>• I want <b>cereal</b>.</li> <li>• Please bring me <b>a bowl of cereal</b>.</li> <li>• I want <b>some cereal</b>. I don't want <b>any bread</b>.</li> </ul>
<b>3</b>	Use <b>singular verbs</b> with <b>non-count nouns</b> .	<ul style="list-style-type: none"> <li>• Rice <b>is</b> good for you.</li> <li>Not: Rice <b>are</b> good for you.</li> </ul>
<b>4</b>	<p>Use <b>a</b> or <b>an</b> before <b>singular count nouns</b>. Use <b>a</b> before words that start with consonant sounds. Use <b>an</b> before words that start with vowel sounds.</p> <p>Use <b>some</b> (or no word) with <b>plural count nouns</b> and <b>non-count nouns</b>.</p>	<ul style="list-style-type: none"> <li>• Steve wants <b>a banana</b>. (<i>starts with a consonant sound</i>)</li> <li>• I want <b>an orange</b>. (<i>starts with a vowel sound</i>)</li> <li>PLURAL COUNT NOUN</li> <li>• We have <b>(some) oranges</b> in the refrigerator.</li> <li>NON-COUNT NOUN</li> <li>• I drink <b>(some) juice</b> every morning.</li> </ul>
<b>5</b>	<p>Use <b>some</b> in <b>affirmative statements</b>. Use <b>any</b> in <b>negative statements</b> and in <b>questions</b>.</p> <p><b>NOTE:</b> You can use <b>some</b> in a <b>question</b>, especially when you are offering something.</p>	<ul style="list-style-type: none"> <li>• I have <b>some</b> fruit.</li> <li>• I don't have <b>any</b> fruit.</li> <li>• Do you have <b>any</b> fruit?</li> <li>• Do you want <b>some</b> fruit? (<i>offer</i>)</li> </ul>
<b>6</b>	Use <b>plural count nouns</b> or <b>non-count nouns</b> to talk about things you <b>like</b> or <b>dislike</b> in general. (Don't use <i>a, an, or some</i> .)	<ul style="list-style-type: none"> <li>• I like <b>oranges</b>. I don't like <b>yogurt</b>.</li> <li>Not: I like <b>an orange</b>. I don't like <b>some yogurt</b>.</li> </ul>

## REFERENCE NOTES

For more information about **plural nouns**, see Appendix 3 on page A-3.  
For a list of **non-count nouns and quantifiers**, see Appendix 4 on page A-3.



**EXERCISE 3: Some or Any**

(Grammar Note 5)

Complete the conversation. Use **some** or **any** and the nouns in parentheses.

AMANDA: Josh, we need some things for the party tonight. Can you go to the store now?  
1. (things)

JOSH: Sure. I know we don't have soda. And we don't have chips. What else?  
2. (soda) 3. (chips)

AMANDA: We need fruit. And we need olives. But let me check . . . Oh, yes! Get black olives. Don't get green olives.  
4. (fruit) 5. (olives) 6. (black olives) 7. (green olives)

JOSH: OK. Anything else? Do you want candy?  
8. (candy)

AMANDA: Good idea. Get chocolate candy.  
9. (chocolate candy)

**EXERCISE 4: Editing**

There are six mistakes in the conversations. The first mistake is already corrected. Find and correct five more mistakes.

- A: Do you like ~~a~~ <sup>bagels</sup> bagel?  
B: No, I don't. But I like a sandwich.
- A: Can I bring you some coffee?  
B: No, thanks. I don't drink a coffee.
- A: Are we having egg for lunch?  
B: Yes, we are. We're also having a yogurt.
- A: Do we need milk?  
B: No, we don't need some milk.

**STEP 4 COMMUNICATION PRACTICE**

**EXERCISE 5: Listening**

**A** Listen to Mark and Judy's conversation with a waiter. Check (✓) the two true statements.

- 1. It's late in the afternoon.
- 2. Mark and Judy want to order lunch.
- 3. Mark and Judy are having dinner.
- 4. The coffee machine is broken.

**B** Listen again. Read the statements. Check (✓) T (True), F (False), or NI (No Information). Correct the false statements.

- |   | T                        | F                                   | NI                       |  |
|---|--------------------------|-------------------------------------|--------------------------|--|
| 1. The restaurant is serving lunch now. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <u>The restaurant isn't serving lunch now.</u> |
| 2. Judy wants chips and salsa.          | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | _____  |
| 3. The restaurant has iced tea.         | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | _____  |
| 4. Mark likes tea.                      | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | _____  |
| 5. The restaurant is out of salsa.      | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | _____  |
| 6. The restaurant has mineral water.    | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | _____  |
| 7. The soda is expensive.               | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | _____  |
| 8. Mark and Judy like the restaurant.   | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | _____  |



## EXERCISE 6: Pronunciation

**A** | Read and listen to the Pronunciation Note.

### Pronunciation Note

Plural nouns have three sounds:

/s/ fruits    /z/ plums    /ɪz/ peaches

**B** | Listen to the sentences. Underline the plural nouns.

1. We need some more bagels.
2. How many eggs do you want—one or two?
3. Do we need any oranges? They're on sale.
4. I really like black olives—but not green olives.
5. Mark had three slices of toast for breakfast.
6. I love chips and salsa.
7. Amy made some sandwiches for the picnic.
8. Bananas are very good on cereal.
9. Vegetables are also very healthy for you.
10. Blueberry pancakes are my favorite.

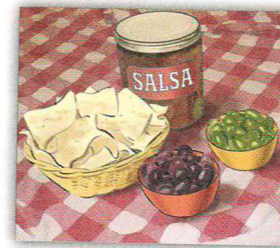
**C** | Listen again. Write the plural nouns in the correct column.

/s/	/z/	/ɪz/
	bagels	

**D** | PAIRS: Practice the sentences. Take turns.

## EXERCISE 7: Discuss Foods

**A** | GROUPS OF FOUR: Talk about the foods you really like and really don't like. Which things are the same for you and your partners? Which are different?



**EXAMPLE:** I really like . . .  
I really don't like . . .

**B** | List the food each student really likes. Tell the class. Is there a favorite food in your class?

## EXERCISE 8: Writing

**A** | Read Annie's composition and answer the question. Then check your answer on page P-1.

### My Favorite Dish

I love vegetables. This is about my favorite vegetable dish. The dish is usually green and red and orange. It has lettuce, tomatoes, and carrots. Sometimes it has cauliflower and broccoli. I always eat it with dressing. It's usually in a bowl, but it can also be on a plate. Can you guess what it is?

**B** | Use Annie's composition as a model. Write a short composition (five or six sentences) about your favorite dish or your favorite food. Don't name the food. Read your composition to the class. Your classmates guess the food.

**C** | Check your work. Use the Editing Checklist.

### Editing Checklist

Did you use . . . ?

- count and non-count nouns correctly
- correct spelling

Check your answers on page UR-3.  
Do you need to review anything?

**EXERCISE A**

Circle the correct words to complete the phrases.

1. a bag of **eggs / ice cream / salsa / chips**
2. a bowl of **bagels / sandwiches / cereal / pancakes**
3. a slice of **yogurt / candy / pizza / chocolate**
4. a bottle of **fruit / water / rice / chicken**
5. a glass of **milk / salad / olives / eggs**

**EXERCISE B**

Complete the conversation. Choose the correct words in parentheses.

**A:** What would you like to order?

**B:** I'd like \_\_\_\_\_ egg salad sandwich.

1. (a / an)

**A:** Sorry, we don't have \_\_\_\_\_ eggs. How about \_\_\_\_\_ chicken sandwich?

2. (some / any)

3. (a / an)

**B:** No, I don't like \_\_\_\_\_ chicken. Just bring me a \_\_\_\_\_ coffee.

4. (some / Ø)

5. (bowl of / cup of)

**EXERCISE C**

Correct the sentences. There are five mistakes.

1. I always drink two cup of coffee for breakfast.
2. Usually I have an eggs and slice of toast.
3. Sometimes I have fruit, like a bananas.
4. I also like any milk and cereal.

**STEP 1 GRAMMAR IN CONTEXT**

**Before You Read**

**A |** What clothing do you want? What clothing do you need? Write two sentences.

**EXAMPLE:** I want a new sweater. I need new socks.

**B | GROUPS OF FOUR:** Talk about your answers. Compare your group's answers with another group's answers.

**Read**

**Read the conversation.**

**CLERK:** May I help you?

**KEN:** Yes, I'm looking for a new sports jacket. I have an interview tomorrow.

**CLERK:** Oh, you're in luck! We're having a sale on sports jackets.

**KEN:** You are? Great!

**CLERK:** What size?

**KEN:** Forty-two.

**CLERK:** OK. Be right back.

**CLERK:** All right. Do you like any of these?

**KEN:** Yes! I really like the blue one.

**CLERK:** Do you want to try it on?

**KEN:** Sure.



(continued on next page)

CLERK: How does it feel? Does it fit?

KEN: Perfectly. And it's really comfortable. How does it look, Laura?

LAURA: Well, it's pretty bright. And it's casual. How about that black one? It's more formal.

KEN: All the black ones are dull—really boring.

LAURA: OK. It's up to you.




### After You Read


A | Practice GROUPS OF THREE: Practice the opening conversation.

B | Vocabulary Listen and repeat the words. Write new words in a notebook.


**VOCABULARY**



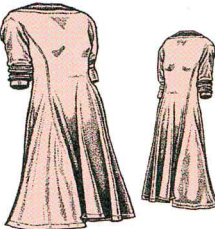
fit



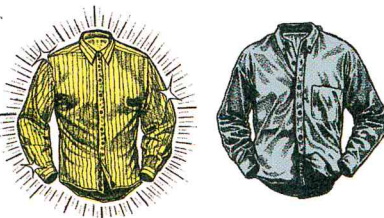
a sale




try on



two sizes



bright / dull



formal / casual

C | Vocabulary PAIRS: Underline the answers that are true for you. Then compare your answers.

- I (sometimes / always) try on clothes before I buy them.
- I (like / don't like) bright clothes.
- I usually wear (formal / casual) clothes.
- I (sometimes / never) buy clothes on sale.
- If my clothes don't fit, I (always / sometimes) return them to the store.

D | Comprehension Look again at the opening conversation. Circle the correct letter to complete the sentences.

- Ken has an interview \_\_\_\_\_.
  - tomorrow
  - next week
- Sports jackets are on sale. They will cost \_\_\_\_\_.
  - more than usual
  - less than usual
- Ken likes clothes that are \_\_\_\_\_.
  - not bright
  - bright
- Ken tries on a jacket that is \_\_\_\_\_.
  - the right size
  - too small
- Laura thinks Ken needs to buy something \_\_\_\_\_.
  - more casual
  - more formal

## STEP 2 GRAMMAR PRESENTATION

### A / AN AND THE; ONE / ONES

Indefinite Articles (A / An)	
Singular Nouns	Plural Nouns
I'm looking for <b>a</b> suit.	<b>Suits</b> are expensive.
I have <b>an</b> interview tomorrow.	I don't like <b>interviews</b> .

The Definite Article (The)	
Singular Nouns	Plural Nouns
I like <b>the</b> blue suit.	I don't like <b>the</b> black suits.

One and Ones	
Singular Pronouns	Plural Pronouns
I like <b>the</b> blue one.	I don't like <b>the</b> black ones.

### GRAMMAR NOTES

**1** Use **a** or **an** (the indefinite articles) before a **singular count noun** when you are talking about things in general. Use **a** before a **consonant** sound. Use **an** before a **vowel** sound.

**BE CAREFUL!** Don't put **a** or **an** before a non-count noun or a plural noun.

- I'm looking for **a** jacket.
- I have **an** interview tomorrow.

- Meat** is expensive. (non-count)  
Not: I like a meat.
- I usually wear **jackets**. (plural)  
Not: I have a jackets.

(continued on next page)



**EXERCISE 4: Editing**

There are eight mistakes in the letter. The first mistake is already corrected. Find and correct seven more mistakes.

Dear Kathy,

Josh and I have a great house! <sup>The</sup> House isn't very big, and it's also a old one. It needs work. It has the nice living room, but the colors are terrible. Each wall is the different color. There's a orange wall, an yellow wall, a blue wall, and the red wall. We need to repaint. We want you to see house. Give me a call.

Love,  
Amanda

**STEP 4 COMMUNICATION PRACTICE**

**EXERCISE 5: Listening**

**A** Listen to the conversation. Check (✓) the two false statements.

- \_\_\_ 1. Josh and Amanda are going out.
- \_\_\_ 2. Amanda likes Latin music.
- \_\_\_ 3. Amanda and Josh have three dogs.
- \_\_\_ 4. They live in an apartment.



**B** Listen again. Complete the sentences. Circle the correct words.

- 1. There is (one / **more than one**) concert.
- 2. Josh and Amanda have (one / **more than one**) dog.
- 3. They have (one / **more than one**) photograph.
- 4. They have (one / **more than one**) house.
- 5. They have (one / **more than one**) umbrella.
- 6. They have (one / **more than one**) car.

**EXERCISE 6: Pronunciation**

**A** Read and listen to the Pronunciation Note.

**Pronunciation Note**

Use **a** before a noun that begins with a **consonant sound**. Use **an** before a noun that begins with a **vowel sound**.

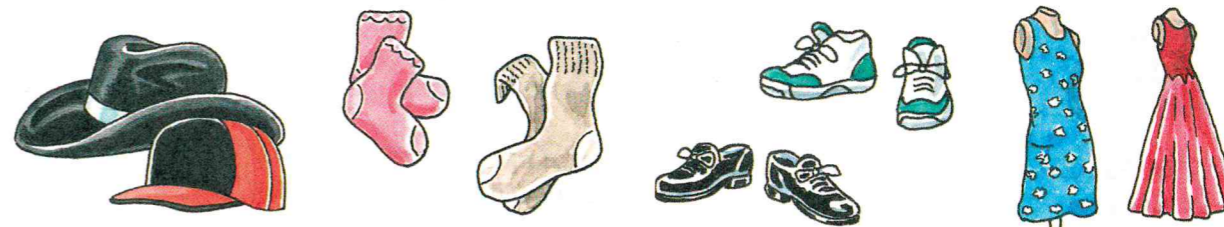
**B** Read the conversations. Look at the word after each blank. Circle the words that begin with a vowel sound. Then write **a** or **an** in each blank.

- 1. **A:** What do you want for your birthday, Mary?  
**B:** I want a good novel. And I want umbrella red one.
- 2. **A:** Annie, is someone at the door?  
**B:** Yes, there's an man outside. He's an old man.
- 3. **A:** Grandma, I have a interview tomorrow.  
**B:** Oh, good, Ken. I hope it's a good interview.
- 4. **A:** There's a college in our city.  
**B:** Yes, I know. I hear it's a expensive college.

**C** PAIRS: Listen and check your work. Then practice the conversations.

**EXERCISE 7: Picture Discussion**

PAIRS: Look at the pictures. Tell your partner about the clothes you like and don't like and why. Use **the** and **one / ones** in your statements.



**EXAMPLE:** **A:** I like the first hat. I like the color.  
**B:** I like the second one. It's red and black. OR I like the first one too.

## EXERCISE 8: Writing

**A** | What's wrong with the picture? Write several sentences about strange or unusual things. Use **a**, **an**, and **the**.

EXAMPLE: I see a car in the mall . . .



**B** | Check your work. Use the Editing Checklist.

### Editing Checklist

Did you use . . . ?

**a**, **an**, and **the** correctly

correct spelling

**C** | **GROUPS OF FOUR:** Read your sentences from Part A aloud. Then compare your group's sentences with another group's sentences. Which group has the most?

# UNIT 20 Review

Check your answers on page UR-3.

Do you need to review anything?

## EXERCISE A

Match the questions and answers.

- |                                     |                              |
|-------------------------------------|------------------------------|
| ___ 1. Which is your jacket?        | a. The white ones.           |
| ___ 2. Do you like that orange tie? | b. No, I need larger ones.   |
| ___ 3. Which are your shoes?        | c. No, I like the green one. |
| ___ 4. Do those shoes fit?          | d. The brown one.            |

## EXERCISE B

Circle the correct explanation for the underlined words and phrases.

- |   |  |
|---|--|
| 1. <b>A:</b> Where's <u>the</u> dog?                | (one / more than one) dog                      |
| <b>B:</b> It's in <u>the</u> park.                  | (one / more than one) park                     |
| 2. <b>A:</b> Do you want <u>an</u> umbrella?        | (an umbrella in general / a specific umbrella) |
| <b>B:</b> Yes. I want <u>the</u> black one.         | (an umbrella in general / a specific umbrella) |
| 3. <b>A:</b> What's he doing at <u>the</u> library? | (one / more than one) library                  |
| <b>B:</b> He's returning <u>a</u> book.             | (a book in general / a specific book)          |

## EXERCISE C

Correct the sentences. There are five mistakes.

- Bozo's suit is a very bright ones.
- Each shoe is the different color.
- He's wearing a orange shoe and an yellow one.
- He's wearing the funny hat too.
- He looks like a clown!

**STEP 1 GRAMMAR IN CONTEXT**

**Before You Read**

A | How do you rate your skills in English? Check (✓) the correct box.

	Reading	Writing	Speaking	Listening Comprehension
I'm pretty good at				
I'm not so good at				

B | **GROUPS:** Talk about your ratings.

EXAMPLE: I think I'm pretty good at reading. I'm not so good at writing.

**Read**

Ⓜ Read the conversation.

JESSICA: What's the matter, Jeremy? You look really down.

JEREMY: I **can't understand** my Spanish teacher. She speaks too fast. And no one **can understand** my Spanish. My pronunciation is pretty bad. I have to give a presentation Friday. I **can't do** it.

JESSICA: But last year you were so good in Spanish.

JEREMY: It wasn't a conversation class. I **can read**. I just **can't speak**.

JESSICA: **Can** someone in the class **help**?

JEREMY: No. I don't know anyone that well . . . But that gives me an idea. You know Jorge, the star of our basketball team?

JESSICA: Uh-huh.

JEREMY: Well, Jorge's in my math class. He's not doing well. The coach says he has to pass math or he **can't stay** on the team.

JESSICA: Oh?

JEREMY: But he's fluent in Spanish. Maybe he **can help** me with Spanish and I **can teach** him math.

JESSICA: Well, that sounds like a plan.



**After You Read**

A | **Practice PAIRS:** Practice the opening conversation.

Ⓜ B | **Vocabulary** Listen and repeat the words. Write new words in a notebook.

**VOCABULARY**

a team

a coach

a star

**an idea** = thought or plan

**pass** = to succeed on a test or in a class

**fluent** = having the ability to speak well

**sounds like a plan** = it's a good idea

C | **Vocabulary** Complete the conversations. Use the correct forms of the vocabulary words.

- A: She has a lot of good \_\_\_\_\_ *ideas* \_\_\_\_\_.

B: I know. We always ask her what she thinks.
- A: Who's the \_\_\_\_\_ of the team?

B: Jorge is. He scores a lot of points.
- A: What grade do I need to \_\_\_\_\_ the test?

B: Sixty-five or above.
- A: Does Marco speak Portuguese?

B: Yes, he does. He lived in Brazil for six years. He's \_\_\_\_\_ in Portuguese.
- A: What does he do?

B: He's a gym teacher and the \_\_\_\_\_ of the girls' soccer team.

D | **Comprehension** Look again at the opening conversation. Circle the correct letter.

- Why is Jeremy unhappy?
  - His Spanish teacher can't speak Spanish.
  - Jeremy can't understand his Spanish teacher.
- Why was Jeremy good in Spanish last year?
  - It wasn't a conversation class.
  - It was an easy class.
- Who can help Jeremy?
  - A classmate from his math class.
  - His basketball coach.
- How can Jeremy help Jorge?
  - He can help him in math.
  - He can help him in basketball.

## STEP 2 GRAMMAR PRESENTATION

### CAN / CAN'T

Affirmative and Negative Statements		
Subject	Can / Can't	Base Form of Verb
I You He / She / It We You They	can can't	speak Russian.

Yes / No Questions	Short Answers	Wh- Questions
Can you do me a favor?	Yes, I can.	What can I do?
Can he understand French?	No, he can't.	Who can help?

## GRAMMAR NOTES

<b>1</b>	<b>Can</b> is a <b>modal</b> . A modal changes the meaning of the verb that follows. <i>Can</i> has different meanings, including <b>ability</b> , <b>possibility</b> , and <b>request</b> .	<ul style="list-style-type: none"> <li>I <b>can understand</b> Korean. (<i>ability</i>)</li> <li>I <b>can meet</b> you at 4:00. (<i>possibility</i>)</li> <li><b>Can you do</b> me a favor? (<i>request</i>)</li> </ul>
<b>2</b>	Use the <b>base form</b> of the verb <b>after can</b> .  <b>BE CAREFUL!</b> Do not use <b>to</b> after <b>can</b> . Do not add <b>-s</b> or <b>-ing</b> to verbs that follow <b>can</b> .	<ul style="list-style-type: none"> <li>I <b>can speak</b> Spanish.</li> <li>You <b>can get</b> there by bus or by train.</li> </ul> <p>Not: He can <del>to</del> speak English. Not: He can <del>speak</del>s English. Not: He can <del>speaking</del> English.</p>
<b>3</b>	<b>Cannot</b> is the negative form. <b>Can't</b> is the contraction. We usually use <b>can't</b> in <b>speaking</b> and <b>informal writing</b> .	<ul style="list-style-type: none"> <li>I <b>cannot help</b> you.</li> <li>I <b>can't help</b> you.</li> </ul>
<b>4</b>	For <b>questions</b> ( <i>yes / no</i> questions or <i>wh-</i> questions), put <b>can</b> before the subject (unless the subject is <b>who</b> or <b>what</b> ).	<ul style="list-style-type: none"> <li><b>Can</b> she <b>speak</b> English?</li> <li>How <b>can</b> we <b>help</b>?</li> <li>Who <b>can</b> help?</li> </ul>

## STEP 3 FOCUSED PRACTICE

### EXERCISE 1: Discover the Grammar

Underline **can** and **can't**. Circle the verb that goes with **can** or **can't**. Then match the questions and answers.

- |   |  |
|---|--|
| <p><u>d</u> 1. <u>Can</u> you <u>do</u> the problems in Part I, Jorge?</p> <p>___ 2. I can't understand this Spanish idiom. What does it mean?</p> <p>___ 3. How can I remember new words?</p> <p>___ 4. I can meet you on Tuesday, but not until 6:00.</p> <p>___ 5. We can do an hour of Spanish and an hour of math.</p> | <p>a. <i>Con mucho gusto?</i> It means <i>with pleasure</i>.</p> <p>b. Say them. Write them down. Use them in sentences. You need to hear a new word seven times to remember it.</p> <p>c. That's fine. I'm free all evening.</p> <p>d. Yes, I <u>can</u>. They're easy. But I <u>can't do</u> the ones in Part II.</p> <p>e. How about an hour of basketball too?</p> |
|---|--|



**EXERCISE 2: Can or Can't**

(Grammar Notes 1-4)

Complete the conversations. Use **can** or **can't** and the verbs in parentheses.1. **JEREMY:** OK. Jorge. I have to prepare a talk about computers. (help)Can you help me?**JORGE:** Well, I don't know much about computers. I (help) \_\_\_\_\_ you with technical stuff, but I (try) \_\_\_\_\_ to help you with your pronunciation.2. **JORGE:** Jeremy, I (do) \_\_\_\_\_ this math problem. (explain)

\_\_\_\_\_ you \_\_\_\_\_ it to me?

**JEREMY:** (understand) \_\_\_\_\_ you \_\_\_\_\_ the problem?**JORGE:** Yes, I \_\_\_\_\_, but I (get) \_\_\_\_\_ the right answer.3. **JEREMY:** Jorge, there are so many Spanish words. I (remember) \_\_\_\_\_

all of them.

**JORGE:** Well, you (keep) \_\_\_\_\_ a notebook of new words. Then we

(review) \_\_\_\_\_ the new words each week.

**JEREMY:** Good idea.4. **JEREMY:** OK. That's enough schoolwork. Let's play some ball.**JORGE:** Great. We (play) \_\_\_\_\_ in East Park.**JEREMY:** No, we \_\_\_\_\_. There's a game there now. But we (play)

\_\_\_\_\_ at the junior high. Those courts are usually empty.

**JORGE:** Sounds like a plan.**EXERCISE 3: Can or Can't**

(Grammar Notes 1-4)

Complete the sentences. Use **can** or **can't** and the correct verbs from the box.change ~~open~~ open see show speak understand work1. Our classroom is locked. We \_\_\_\_\_ can't open the door.

\_\_\_\_\_ you please \_\_\_\_\_ it for us?

2. I \_\_\_\_\_ the blackboard. \_\_\_\_\_ I \_\_\_\_\_ my seat?

3. We \_\_\_\_\_ this printer. \_\_\_\_\_ you \_\_\_\_\_ us how it works?

4. She's fluent in Italian, but she \_\_\_\_\_ Portuguese.

5. They \_\_\_\_\_ you. Please speak more slowly.

**EXERCISE 4: Editing**

There are seven mistakes in the sentences. The first mistake is already corrected. Find and correct six more mistakes.

1. Erika <sup>can</sup> understand English, but she can't speak it well.

2. Mei Liang can't speaks English. She can to speak Mandarin Chinese.

3. Can they working this weekend?

4. How I can get to the library?

5. Can she teaches us Portuguese?

6. He speak Spanish fluently.

# STEP 4 COMMUNICATION PRACTICE

## EXERCISE 5: Pronunciation

**A** | Read and listen to the Pronunciation Note.

### Pronunciation Note

When **can** is followed by a base form verb, we usually pronounce it /kən/ or /kn/ and stress the base form verb: I can SPEAK Spanish.

In sentences with **can't** followed by a base form verb, we stress both **can't** and the base form verb: I CAN'T SPEAK French.

**B** | Listen to the sentences. Then listen again. Check (✓) the words you hear.

	1.	2.	3.	4.	5.	6.
can						
can't	✓					

**C** | Complete the conversations. Use **can** or **can't**.

1. **A:** We can't understand you.

**B:** Sorry. I'll speak slowly.

2. **A:** We \_\_\_\_\_ understand you now.

**B:** That's good.

3. **A:** I \_\_\_\_\_ pronounce that word.

**B:** I can't either. It's hard for me to say words that begin with "S-C-R."

4. **A:** I \_\_\_\_\_ pronounce that word.

**B:** I can too. It's easy to pronounce.

5. **A:** I \_\_\_\_\_ see the letters.

**B:** Maybe you need glasses.

6. **A:** I \_\_\_\_\_ see the letters.

**B:** Good. Please read them to me.

**D** | **PAIRS:** One partner chooses a conversation from 1–6 above. Read A's line. Your partner reads the correct response from B. Then switch roles.

## EXERCISE 6: Listening

**A** | Listen to the conversation. Complete the sentence. Circle the correct letter.

Jeremy and his mother are talking about \_\_\_\_\_.

- Spanish and math class
- Jeremy's homework
- the soccer team

**B** | Listen again. Underline the correct words to complete the sentences.

- Jeremy can / can't understand his teacher's Spanish.
- Jeremy's pronunciation is good / not so good.
- Jeremy is improving / isn't improving.
- Jorge can do / can't do math well.
- Jorge can stay / can't stay on the team.
- Jeremy can tutor / can't tutor in math.

## EXERCISE 7: Find Someone Who ...

**A** | Go around the classroom. Find someone who can ...

- stand on his or her head
- do a martial art well
- fix a computer
- lift 50-pound weights
- write poetry
- cook well
- say "yes" in five languages

**B** | Report to the class.

**EXAMPLE:** Glenda can stand on her head. Kilsun is good at tae kwon do. Shohei can prepare sushi. Camilla can say "yes" in five languages.

## EXERCISE 8: Find Someone Who ...

Look at the pictures on the next page. Then walk around the class. Find someone who can do each activity. Write the name of the student below the picture. When you have three names in any direction, you win.

**EXAMPLE:** **MARIA:** Can you water ski?

**KEIKO:** Yes, I can. (Maria writes Keiko's name in the box with "water ski.")



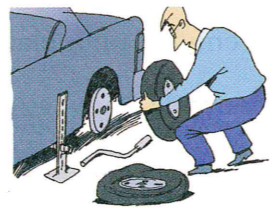
water ski

1. Keiko
2. \_\_\_\_\_
3. \_\_\_\_\_



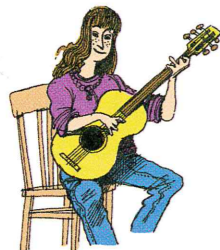
speak Mandarin

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



change a tire

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



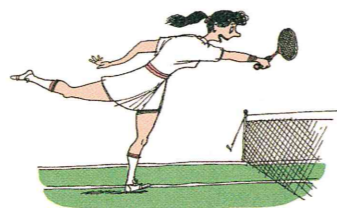
play the guitar

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



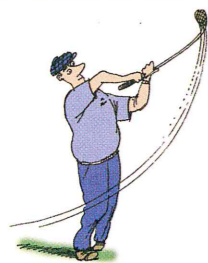
speak Italian

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



play tennis

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



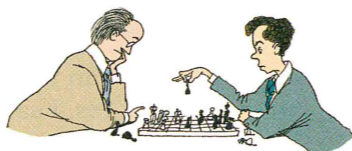
play golf

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



dance well

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



play chess

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### EXERCISE 9: Writing

**A** | Write about some special abilities of a person you know well. Include at least two examples of **can** or **can't**.

**EXAMPLE:** My friend Ali can play soccer very well. He's the star of his team. Ali plays soccer every weekend. I can't play soccer, but I love to watch the game. Ali and I often watch soccer on TV together. Our favorite team is the L.A. Galaxy.

**B** | Check your work. Use the Editing Checklist.

#### Editing Checklist

Did you use . . . ?

**can** and **can't** correctly

correct spelling

Check your answers on page UR-3.  
Do you need to review anything?

**EXERCISE A**

Circle the correct words to complete the conversation.

A: I'm sorry. I can / can't remember your name. Can / Can't you repeat it?  
1. 2.

B: It's Elmer.

A: I'm sorry. I can / can't hear you. Can / Cannot you speak a bit louder?  
3. 4.

B: OK. It's ELMER!

**EXERCISE B**

Complete the conversations. Use **can** or **can't** and the verbs in parentheses.

1. A: \_\_\_\_\_ you \_\_\_\_\_ (explain) this email to me?

B: No, it's in French, and I \_\_\_\_\_ (not, read) French.

A: Maybe Marie \_\_\_\_\_ (help). She knows French.

2. A: Do you want to watch TV this evening?

B: Sorry, we \_\_\_\_\_ (not, watch) TV. The TV isn't working.

A: That's too bad. What \_\_\_\_\_ we \_\_\_\_\_ (do) this evening?

B: Well, we \_\_\_\_\_ (go) to the movies.

A: That's a good idea!

**EXERCISE C**

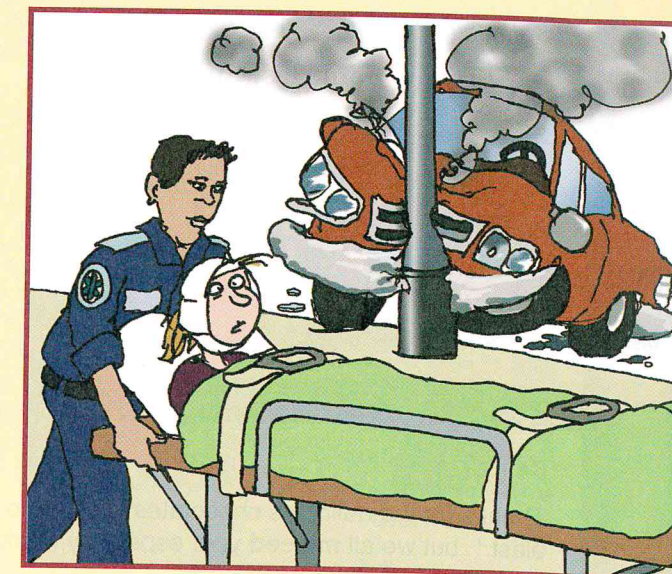
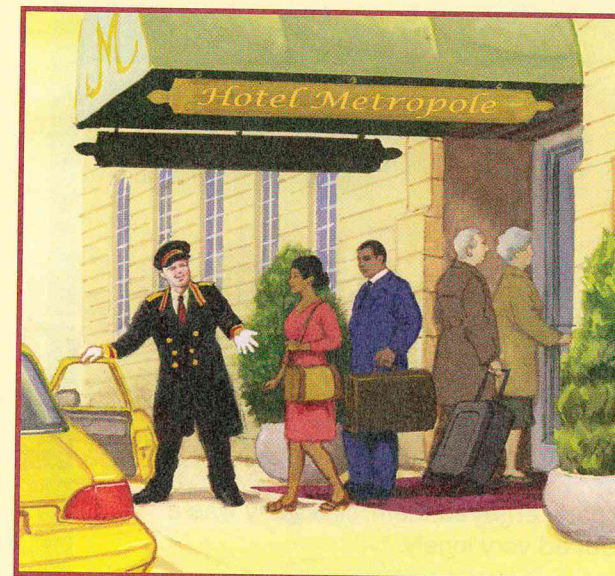
Correct the sentences. There are five mistakes.

A: Pietro can't speaks Chinese. He can to speak Italian.

B: Can he speaking Spanish?

A: No, he not can, but I can't.

**SIMPLE PAST**



UNIT	GRAMMAR FOCUS	THEME
22	Simple Past: Regular Verbs (Statements)	Business Trips
23	Simple Past: Regular and Irregular Verbs; Yes / No Questions	A Biography
24	Simple Past: Wh- Questions	A Car Accident

# UNIT 22 Simple Past: Regular Verbs (Statements)

## BUSINESS TRIPS

### STEP 1 GRAMMAR IN CONTEXT

#### Before You Read

GROUPS: Check (✓) what is true for you. Then talk about it.

- |   |  |
|---|--|
| <input type="checkbox"/> Yesterday I worked.              | <input type="checkbox"/> Yesterday I didn't work.              |
| <input type="checkbox"/> I stayed home last Sunday.       | <input type="checkbox"/> I didn't stay home last Sunday.       |
| <input type="checkbox"/> I watched TV last night.         | <input type="checkbox"/> I didn't watch TV last night.         |
| <input type="checkbox"/> Last weekend I visited a friend. | <input type="checkbox"/> Last weekend I didn't visit a friend. |

#### Read

Read the email messages.

Kathy,  
Thanks for the delicious chocolates. Everyone at the party **enjoyed** them. The party was a blast \*, but we all **missed** you, especially Mark. He **looked** very lonely. :>(  
How's Boston? How's the convention?  
Judy

Judy,  
Once again, happy birthday!  
Boston is terrific : )! But the convention was a lot of work.  
I **arrived** here late Monday night. Tuesday I **worked** from 7:00 in the morning until 10:00 at night. Wednesday I **started** at 7:00 and **didn't finish** until 9:00 at night. The convention finally **ended** last night.  
This morning I **checked out** of my hotel. I'm staying with my cousin Ted for a couple of days. He's a really nice guy, and he has a great apartment. I'd like you to meet him.  
Again, I'm so sorry I **missed** your party.  
Kathy

\* a blast: a lot of fun

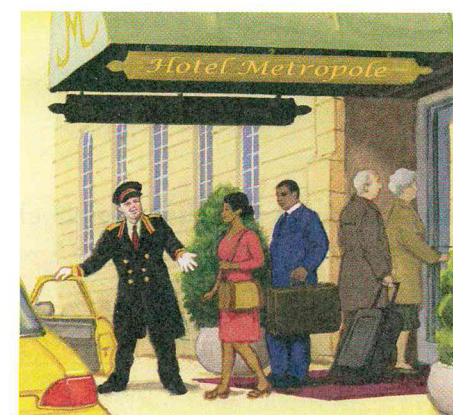
Hi Kathy,  
Who's this cousin? I'd love to meet him.  
Judy

#### After You Read

A | Practice PAIRS: Practice the opening reading. Take turns reading the messages.

B | Vocabulary Listen and repeat the words. Write new words in a notebook.

#### VOCABULARY



a hotel



check in

check out



a convention



a presentation

**arrive** =  
to get to a place

**enjoy** =  
to get pleasure and happiness from something

**stay** =  
1. to live in a place as a guest for a short time  
2. to continue to be in a place (to stay home)

**miss** =  
1. to feel sad someone isn't there.  
2. to not be somewhere or not hear or see something.

C | **Vocabulary** Complete the passage. Write the correct words from the box.

checked in	enjoyed	presentations
convention	<del>Hotel</del>	stayed

We arrived at the Marriott Hotel last Wednesday. We were there for a sales \_\_\_\_\_. We \_\_\_\_\_ at the front desk. We attended a welcome party that evening. For the next two days we listened to \_\_\_\_\_. We \_\_\_\_\_ for three nights. Some of the presentations were boring. Some were interesting. But we \_\_\_\_\_ meeting salespeople from all over the country.

D | **Comprehension** Look again at the opening email messages. Circle the letters of the correct answers.

- Where was Kathy?
  - At a convention in Boston.
  - At a party in Boston.
- Why was Kathy there?
  - She was there for work.
  - To celebrate Judy's birthday.
- Who missed Kathy a lot?
  - Ted did.
  - Mark did.
- Where did Kathy go after she checked out of her hotel?
  - Home.
  - To her cousin's home.

## STEP 2 GRAMMAR PRESENTATION

### SIMPLE PAST: REGULAR VERBS (STATEMENTS)

Affirmative			Negative		
Subject	Past Form of Verb		Subject	Did not	Base Form of Verb
I You He She It We You They	<b>arrived</b>	at 2:00 P.M.	I You He She It We You They	<b>did not (didn't)</b>	<b>arrive</b> at 3:00 P.M.

### PAST TIME EXPRESSIONS

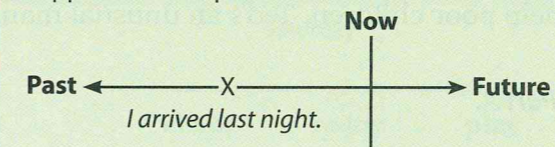
Past Time Expressions		
Yesterday	Ago	Last
yesterday	two days ago	last night
yesterday morning	a week ago	last week
yesterday evening	a month ago	last Monday



### GRAMMAR NOTES

1

Use the **simple past** to talk about an event that happened in the past.



- I **arrived** last night.
- I **stayed** at the Grand Hotel.

2

**Regular verbs** in the simple past **end in -ed**. If the base form ends in **-e**, add only **-d**. If the base form ends in **-y** after a consonant, change the **y** to **i** and add **-ed**.

- I **stayed** at a hotel. (stay)
- I **arrived** yesterday. (arrive)
- I **studied** all night. (study)

3

Use **did not** + the **base form** of the verb for a **negative statement** in the simple past.

We usually use **didn't** for speaking and informal writing.

**BE CAREFUL!** Do not add **-ed** to sentences with **did**.

- She **did not stay** at the hotel.
- She **didn't stay** at the hotel.

Not: She **didn't stayed** at the hotel.

4

**Time expressions** come at the **beginning** or the **end** of a sentence.

- Last night** I arrived in Boston.
- I arrived in Boston **last night**.

### REFERENCE NOTES

For the **past of be**, see Unit 7.

For **irregular past verbs**, see Unit 23.

For information about the **pronunciation of the simple past of regular verbs**, see Appendix 6 on page A-4.

## STEP 3 FOCUSED PRACTICE

### EXERCISE 1: Discover the Grammar

A | Read about Kathy's cousin. Find and underline the simple past verbs.

Ten years ago Ted Geller graduated from college. He was smart, and he finished college in three years. A year after graduation, Ted and four friends started an online business. For three years they worked very hard. They hired and fired a lot of people. They improved their business. In their third year, a big company offered to buy their company. The five partners agreed. At the age of 26, Ted ended up without a job but with a lot of money. He used half his money to help poor children. Ted's an unusual man.

B | Write the base form of the underlined words in Part A.

graduate \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### EXERCISE 2: Simple Past

(Grammar Notes 1-2)

Complete the sentences. Write the past form of the verbs from the box.

graduate   ~~help~~   learn   open   stay   work

Jane loves flowers. As a child she always helped <sup>1.</sup> her mother in their garden.  
 Six years ago she \_\_\_\_\_ <sup>2.</sup> from art school. She \_\_\_\_\_ <sup>3.</sup> in a flower shop after graduation. She \_\_\_\_\_ <sup>4.</sup> at the flower shop for three years. She \_\_\_\_\_ <sup>5.</sup> a lot about flowers and about the flower business. Three years ago she \_\_\_\_\_ <sup>6.</sup> her own flower shop. Today her flower shop is doing very well.

### EXERCISE 3: Affirmative or Negative

(Grammar Notes 1-3)

Look at the pictures. Complete the sentences. Write correct forms of the verbs from the box. Use the affirmative or negative. Use some verbs more than once.



Saturday



Sunday

clean   enjoy   play   rain   stay   watch

Saturday it rained <sup>1.</sup> all day long. Judy \_\_\_\_\_ <sup>2.</sup> home. She \_\_\_\_\_ <sup>3.</sup> her apartment. Then she \_\_\_\_\_ <sup>4.</sup> TV. She \_\_\_\_\_ <sup>5.</sup> tennis. Judy wasn't happy. She \_\_\_\_\_ <sup>6.</sup> the day. Sunday it \_\_\_\_\_ <sup>7.</sup>. It was a beautiful day. Judy \_\_\_\_\_ <sup>8.</sup> home. She \_\_\_\_\_ <sup>9.</sup> her apartment. She \_\_\_\_\_ <sup>10.</sup> tennis in the park. Judy was happy. She \_\_\_\_\_ <sup>11.</sup> the day.

### EXERCISE 4: Editing

There are seven mistakes in the messages. The first mistake is already corrected. Find and correct six more mistakes.

- I'm sorry I ~~did~~ <sup>missed</sup> your call. Please leave your name and a short message.
- Hi, Ted. This is Al. I am arrived at the hotel this morning. My phone number is 555-9090.
- Hello, Ted. This is Melissa. I yesterday talked to Ellen. She loved your presentation.
- Hi, Ted. This is Judy. Sorry I was missed your call. Call me. I have some exciting news.

(continued on next page)

5. Hi, Uncle Ted. This is Mickey. I received this morning your gift. It's awesome. Thank you so much. I love the game.
6. Hi, Teddy. This is Mom. I arrived in Miami last night. I didn't stayed at Aunt Sophie's house. She has the flu. I'm staying with Sara.
7. Hi, Ted. This is Justino. Warren did checked in at the Grand Hotel today. His presentation is tomorrow. He wants to have lunch with us after his presentation. Call me.

## STEP 4 COMMUNICATION PRACTICE

### EXERCISE 5: Listening

**A** | Listen to three phone messages. Who are the messages from?

**B** | Listen again. Complete the messages.

#### Message from

1. \_\_\_\_\_ Thanks for the flowers. They \_\_\_\_\_ yesterday.
2. \_\_\_\_\_ I'm still \_\_\_\_\_. Let's meet at \_\_\_\_\_, not \_\_\_\_\_.
3. \_\_\_\_\_ I \_\_\_\_\_ a really good \_\_\_\_\_ a couple of \_\_\_\_\_. It's on tonight on Channel \_\_\_\_\_ at \_\_\_\_\_ o'clock.

### EXERCISE 6: Pronunciation

**A** | Read and listen to the Pronunciation Note.

#### Pronunciation Note

The regular simple past verb ending has three sounds: /t/, /d/, and /ɪd/.

The sound of the past ending depends on the last sound of the base form of the verb.

I missed you. /t/    She arrived at 7 P.M. /d/    He graduated. /ɪd/ (= extra syllable)

**B** | Complete the sentences with **last**, **ago**, or **yesterday**. Then read the sentences. Underline the past verb forms. Write the base forms of the verbs.

Sentence	Base Form of Verb	/t/	/d/	/ɪd/
1. He <u>graduated</u> from college <u>last</u> year.	graduate			✓
2. They started a business 10 years _____.				
3. They worked for 10 hours _____.				
4. They hired many people _____ month.				
5. They learned a lot _____ year.				
6. A company wanted to buy their business three years _____.				
7. They agreed to the sale _____ afternoon.				

**C** | Listen and check your answers. Check (✓) the -ed sound you hear.

### EXERCISE 7: True or False?

**A** | Write four true sentences and one false sentence about yourself in the past. Use the ideas from the box or your own ideas.

graduate from _____	listen to a kind of music	travel to a place
like a food	play a sport	watch _____ on TV _____

**B** | **GROUPS:** Read your sentences aloud. The group guesses the false sentence.

**EXAMPLES:** **A:** I played soccer in high school.

I didn't like candy as a child.

I listened to classical music in high school.

I traveled to Kenya five years ago.

I watched *Star Trek* on TV last night.

**B:** You didn't really travel to Kenya five years ago.

**C:** You didn't really listen to a lot of classical music in high school.

**D:** You liked candy as a child.

**A:** I really traveled to Kenya five years ago. I listened to a lot of classical music in high school. D's right. I liked candy as a child.



### EXERCISE 8: Writing

A | Write sentences about yourself as a child. Use five verbs from the box. Use the simple past affirmative or negative.

enjoy   like   listen to   look   play   want   watch

B | Check your work. Use the Editing Checklist.

#### Editing Checklist

Did you use . . . ?

the simple past correctly

correct spelling

C | The teacher collects the papers and reads the sentences. The class guesses who it is.

**EXAMPLES:** I liked chocolate ice cream. I didn't like green vegetables.  
I listened to rock and roll. I didn't listen to classical music.  
I played with my brother. I didn't play with my younger sister.  
I wanted to be an astronaut. I didn't want to go to school.  
I enjoyed science fiction books and movies. I didn't enjoy romances. WHO AM I?

## UNIT 22 Review

Check your answers on page UR-3.  
Do you need to review anything?

### EXERCISE A

Complete the sentences. Use the simple past form of the words in parentheses. Use the affirmative or negative.

1. We \_\_\_\_\_ (check in) four days ago. We \_\_\_\_\_ (not, check out) until yesterday.
2. I \_\_\_\_\_ (study) last night. I \_\_\_\_\_ (not, watch TV).
3. We \_\_\_\_\_ (start) our presentation at 9:00 in the morning, but we \_\_\_\_\_ (not, finish) it until 2:00 in the afternoon.

### EXERCISE B

Complete the paragraph. Write the past forms of the verbs from the box.

end up   fail   graduate   not, work   start

Last year my cousin Louis \_\_\_\_\_ from college. He \_\_\_\_\_ a business. He \_\_\_\_\_ hard, and it \_\_\_\_\_. But then he started another business. This time he worked very hard. He \_\_\_\_\_ with a great business and a lot of money.

### EXERCISE C

Correct the sentences. There are four mistakes.

1. We didn't stayed with our friends.
2. The guests are arrived at the hotel.
3. I call you this morning.
4. She was enjoy her trip.

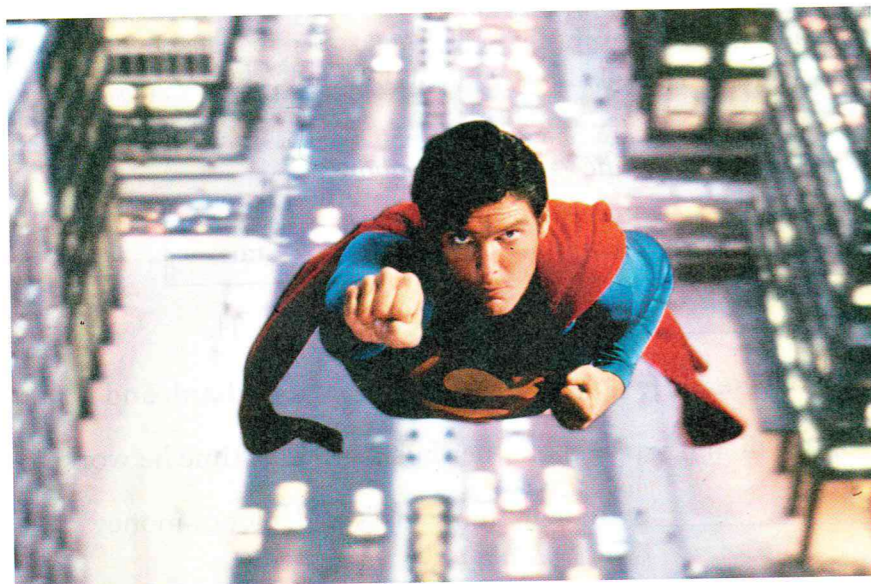
# UNIT 23 Simple Past: Regular and Irregular Verbs; Yes / No Questions

## A BIOGRAPHY

### STEP 1 GRAMMAR IN CONTEXT

#### Before You Read

- A | GROUPS OF FOUR:** Think of a person you admire. Who is the person? Why do you admire him or her? Discuss your answers.
- B | PAIRS:** Who is this famous movie character? What is the actor's name? What do you know about him?



#### Read

Read the conversation and the biography.

**JEREMY:** Dad? I **wrote** this paper for my drama class. Can you read what I have so far?

**TIM:** Sure, Jeremy. What's the assignment?

**JEREMY:** We have to write about an actor we admire. I **picked** Christopher Reeve.



Jeremy Beck  
Drama 201  
Ms. Gomez

#### Christopher Reeve, An Admirable Actor

Christopher Reeve **was born** on September 25, 1952, in New York City. He **began** to act at the age of nine when he **got** a part in his first play. He **acted** in a lot of plays during his teenage years and many more when he **went** to Cornell University. After college he **moved** to New York City and **worked** in theater.

Christopher **had** his first role in a Hollywood movie in 1978. Today he is most famous as the star of the *Superman* movies. Christopher **made** four *Superman* films.



A sad thing happened to Christopher on May 27, 1995. He **was** in a horseback riding competition and **fell** off his horse. He **was** paralyzed below his neck and **had** to spend the rest of his life in a wheelchair. But he **didn't give up**. He **started** an organization to help people who are paralyzed. His organization **gave** a lot of money for research.



In 2004 Christopher Reeve **died** of a heart attack. He **didn't have** a long life, but he **did** a lot of good things. We will remember him for a long time.

**TIM:** This is really good, Jeremy. **Did** you **use** the Internet to get your information?

**JEREMY:** Yes, I **did**.

**TIM:** Well, I think people will like your paper.

#### After You Read

**A | Practice PAIRS:** Practice the opening conversation and reading. Each person reads a paragraph from the reading.

**VOCABULARY**

be born      pick      act      move  
give up      injure      die

**C | Vocabulary** Complete the sentences. Use the correct forms of the vocabulary words.

- On my birthday, I always pick my favorite restaurant for dinner.
- She was very tired, but she didn't \_\_\_\_\_, and she won the race.
- He danced and \_\_\_\_\_ in many movies.
- They got married in 2004, and their baby \_\_\_\_\_ in 2006.
- The fire \_\_\_\_\_ several people, but no one \_\_\_\_\_.
- We lived in Mexico City before we \_\_\_\_\_ to Los Angeles.

**D | Comprehension** Look again at the opening conversation and reading. Complete the sentences. Circle the correct letter.

- Christopher Reeve was \_\_\_\_\_.  
 a. a teacher  
**b. an actor**
- His first acting experience was in \_\_\_\_\_.  
 a. a play  
 b. a movie
- Christopher Reeve \_\_\_\_\_ to college.  
 a. went  
 b. didn't go
- Reeve was injured in \_\_\_\_\_.  
 a. a car accident  
 b. a horseback riding accident
- Jeremy used \_\_\_\_\_ to write his biography.  
 a. the Internet  
 b. an encyclopedia

**STEP 2 GRAMMAR PRESENTATION**

**SIMPLE PAST: IRREGULAR VERBS (STATEMENTS)**

Statements	
Affirmative	Negative
He <b>ate</b> chocolate bars.	He <b>did not eat</b> regular meals.
You <b>had</b> the chocolate.	You <b>didn't have</b> the cookies.
She <b>drank</b> coffee.	She <b>didn't drink</b> water.
He <b>went</b> to Cornell University.	He <b>didn't go</b> to Harvard.

**SIMPLE PAST: REGULAR AND IRREGULAR VERBS (YES / NO QUESTIONS)**

Yes / No Questions				Short Answers	
Did	Subject	Base Form		Affirmative	Negative
	I	wake	you up?	Yes, you <b>did</b> .	No, you <b>didn't</b> .
	you	sleep	late?	Yes, I <b>did</b> .	No, I <b>didn't</b> .
				Yes, we <b>did</b> .	No, we <b>didn't</b> .
<b>Did</b>	he	stay	home?	Yes, he <b>did</b> .	No, he <b>didn't</b> .
	it	rain?		Yes, it <b>did</b> .	No, it <b>didn't</b> .
	we	eat	all the cookies?	Yes, you <b>did</b> .	No, you <b>didn't</b> .
	they	take	a vacation?	Yes, they <b>did</b> .	No, they <b>didn't</b> .

**GRAMMAR NOTES**

<b>1</b>	Remember that <b>regular verbs</b> end in <b>-ed</b> in the simple past.  <b>Irregular verbs</b> have <b>different forms</b> in the simple past. (See the verbs in Note 5.)  <b>REMEMBER:</b> The past forms of <i>be</i> are <i>was</i> and <i>were</i> . See Unit 7.	<ul style="list-style-type: none"> <li>It <b>started</b> to rain.      <b>start</b></li> <li>I <b>ate</b> my sandwich.      <b>eat</b></li> <li>We <b>went</b> out of town.      <b>go</b></li> </ul>
<b>2</b>	For a <b>negative sentence</b> in the simple past, use <b>did not</b> + the <b>base form</b> of the verb. Use the contraction <b>didn't</b> + the <b>base form</b> in conversation and informal writing.  <b>BE CAREFUL!</b> Don't use <i>did</i> or <i>didn't</i> with the past tense form of the verb.	<ul style="list-style-type: none"> <li>He <b>did not eat</b> much.</li> <li>He <b>didn't eat</b> much.</li> </ul> <p>Not: He <del>didn't</del> ate much.</p>

**3** To make a **yes / no question** in the simple past, use **did** + the **subject** + the **base form** of the verb.

- **Did you stop?**
- **Did he eat anything?**

**4** You can use **did** or **didn't** in the **short answer** in the simple past.

**A:** Did it rain?  
**B:** Yes, it **did**. OR Yes. No, it **didn't**. OR No.

**5** Here are some common **irregular verbs** and their simple past forms.

BASE FORM	SIMPLE PAST	BASE FORM	SIMPLE PAST	BASE FORM	SIMPLE PAST
become	became	fall	fell	make	made
come	came	get	got	see	saw
do	did	give	gave	take	took
drink	drank	go	went	tell	told
eat	ate	have	had	write	wrote

**REFERENCE NOTE**

For more about **irregular verbs and their simple past forms**, see Appendix 7 on page A-5.

**STEP 3 FOCUSED PRACTICE**

**EXERCISE 1: Discover the Grammar**

Read the conversation. Underline the three **yes / no** questions in the simple past. Then circle the irregular verbs in the simple past.

**YOSHIO:** Wow! I'm starved. Let's go have lunch. I didn't have breakfast.

**JEREMY:** Why? Did you get up late?

**YOSHIO:** Yeah, I got up at 8:15. I just drank a glass of orange juice. That's all I had time for.

**JEREMY:** Did you stay up late last night?

**YOSHIO:** I sure did.

**JEREMY:** Why?

**YOSHIO:** Well, I had a lot of homework to do. It took about three hours. After that I watched two *Superman* movies. It was 2 A.M. when I went to bed.

**JEREMY:** Did you write your paper for drama class?

**YOSHIO:** Yeah. I wrote it on Christopher Reeve.

**JEREMY:** Oh no! You too?

**EXERCISE 2: Simple Past**

(Grammar Notes 1-2, 5)

Complete the paragraph. Use the simple past form of the verbs in parentheses.

Christopher Reeve graduated from Cornell University in 1974. After that he 1. (graduate) to work in theater. In 1978 he 2. (go) a theater audition. The famous actress Katharine Hepburn 3. (have) him and 4. (see) him a part in a play. They 5. (give) good friends. But Christopher 6. (become) so busy he 7. (get) enough. In fact, he mostly 8. (not eat) chocolate bars and 9. (eat) coffee. One day he 10. (drink) so weak he 11. (be). But he 12. (faint) and soon became famous. 13. (not give up)

**EXERCISE 3: Yes / No Questions**

(Grammar Note 3)

Complete the conversations. Write **yes / no** questions with the words from the chart.

Subjects	Reeve	it	Reeve	Reeve	she	<del>you</del>
Verbs	go	<del>have</del>	have	play	take	write

1. **A:** Did you have breakfast this morning, Yoshio?

**B:** No. All I had was a glass of juice.

2. **A:** \_\_\_\_\_ her paper on Christopher Reeve?

**B:** No, she didn't. She wrote it on Heath Ledger.

3. **A:** \_\_\_\_\_ you a long time to write your paper?

**B:** Yes, it took me about three hours.

4. **A:** \_\_\_\_\_ to Columbia University?

**B:** No, he didn't. He went to Cornell University. He acted in a lot of student plays there.

5. **A:** \_\_\_\_\_ the role of Superman?

**B:** Yes, he did. He also played the role of Clark Kent.

6. **A:** \_\_\_\_\_ a long life?

**B:** No, he didn't, but he did a lot of good things.

### EXERCISE 4: Editing

There are eight mistakes in the conversations. The first mistake is already corrected. Find and correct seven more mistakes.

- A: Yoshio, did you ~~stayed~~<sup>stay</sup> up late last night?  
 B: Yes, I do. I stayed up until 2 A.M.
- A: Tim, Jeremy finished his drama paper?  
 B: Yes, and he does a good job.
- A: How many *Superman* movies did Reeve make?  
 B: He maked four of them.
- A: Christopher Reeve had a long life?  
 B: No, he doesn't. He dead at the age of 52.

## STEP 4 COMMUNICATION PRACTICE

### EXERCISE 5: Listening

**A** | Listen to the school interview with Jeremy's classmate and friend Yoshio. Does Yoshio like or not like the Seattle area?

**B** | Listen again. Check (✓) T (True), F (False), or NI (No Information).

- |   | T                                   | F                        | NI                       |
|---|-------------------------------------|--------------------------|--------------------------|
| 1. Yoshio came to the United States four months ago.                        | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Yoshio was born in Hamamatsu.  | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Yoshio has two sisters and one brother.                                  | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Yoshio played soccer in high school.                                     | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Yoshio has a black belt in karate.                                       | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Yoshio climbed Mount Everest when he was 14.                             | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Yoshio's family took a trip to the United States when he was a teenager. | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Yoshio went to Universal Studios in Los Angeles.                         | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. They went to Seattle on that trip.                                       | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |

### EXERCISE 6: Pronunciation

**A** | Read and listen to the Pronunciation Note.

#### Pronunciation Note

In the simple past, the last "d" in **did** + a /y/ sound is often pronounced /dʒ/.

**B** | Read and listen to the sentences. Circle **did** where the last "d" is pronounced as /dʒ/.

- Did you go to the movies last night?
- Did she go with you?
- Did your friends pick the movie?
- Did Josh come to the party?
- Did he injure his back?
- Did you eat breakfast this morning?
- Did your brother visit New York?
- Did they go with you?
- Did you visit Florida too?
- Did he finish his assignment?

**C** | PAIRS: Practice the sentences. Take turns. Be sure to pronounce did you correctly.

### EXERCISE 7: Did You ... ?

You have five minutes to ask your classmates seven **yes / no** questions. Use the question phrases from the box and a past time expression. Report interesting answers.

Question Phrases			
drink tea for breakfast	go out of town	see a movie	get up after 10 A.M.
eat at a fast-food restaurant	go to bed after midnight	make a new friend	visit a new city

Past Time Expressions			
last month	last weekend	this morning	last summer
last night	on Monday	yesterday	last year

**EXAMPLE:** A: Did you go to bed after midnight last night?  
 B: Yes, I did. I studied until 3 A.M.

### EXERCISE 8: Writing

- A** | Write a short biography (6 to 10 sentences) of a famous person you admire. Use simple past verbs.
- B** | Check your work. Use the Editing Checklist.

#### Editing Checklist

Did you use . . . ?

- simple past verbs correctly
- correct spelling

- C** | Read your biography to the class, but don't say who the person is. The class guesses the person.

**EXAMPLE:** **A:** This person was born in Transkei, South Africa, in 1918. He worked against the policy of apartheid there. Because of that, he was in prison for 27 years. After prison he became president of the new South Africa. . . .

**B:** Is the person Nelson Mandela?

**A:** Yes, it is.

## UNIT 23 Review

Check your answers on page UR-3.  
Do you need to review anything?

### EXERCISE A

Complete the passage. Use the simple past form of the verbs in parentheses.

Yesterday after school, I \_\_\_\_\_ (go) home. Then I \_\_\_\_\_ (make) some soup, and I \_\_\_\_\_ (eat) dinner. Then I \_\_\_\_\_ (see) a movie on TV. After that, I \_\_\_\_\_ (drink) a glass of milk. Finally, I \_\_\_\_\_ (fall) asleep.

### EXERCISE B

Complete the conversations. Write past yes / no questions with the words from the box.

play      snow      stay up      take

1. **A:** \_\_\_\_\_ Christopher \_\_\_\_\_ soccer on Saturday?  
**B:** No, he played baseball.
2. **A:** \_\_\_\_\_ the children \_\_\_\_\_ late last night?  
**B:** No, they didn't. They went to bed early.
3. **A:** \_\_\_\_\_ it \_\_\_\_\_ last night?  
**B:** No, it didn't. It rained.
4. **A:** \_\_\_\_\_ you \_\_\_\_\_ a vacation this year?  
**B:** Yes, I took a vacation in February. It was great!

### EXERCISE C

Correct the conversations. There are five mistakes.

1. **A:** You moved to this city in 2009?  
**B:** No, I don't. I moved here in 2010.
2. **A:** Did Katharine took her keys?  
**B:** No, she didn't.
3. **A:** Do your parents go out of town?  
**B:** Yes, they are went on vacation.

## STEP 1 GRAMMAR IN CONTEXT

## Before You Read

PAIRS: Tell about a time when you or people you know were in a car accident.

## Read

Ⓟ Amanda talks to her brother Rob on the phone then speaks with her husband, Josh. Read the conversations.

AMANDA: Hi, Rob. What's up? . . . Are you OK? . . . Well, that's good. **When did it happen?** . . . **Where did it happen?** . . . Are you there now? . . . **Why did you drive?** . . . Does Dad know?

(AMANDA hangs up.)

JOSH: **What happened?**

AMANDA: Rob had a car accident this morning.

JOSH: How is he?

AMANDA: He's fine, but the car is damaged. He didn't want to walk to the supermarket in the rain, so he took Dad's car.

JOSH: **What happened to the car?**

AMANDA: One of the headlights is broken, and there's a big dent in the bumper.

JOSH: **How did it happen?**

AMANDA: I guess the road was slippery. The car skidded on some leaves and hit a pole.

JOSH: That's too bad.

AMANDA: And Rob drove Dad's car without his OK.

JOSH: Uh-oh.

AMANDA: He's at Charlie's Auto Repair Shop now. It will cost \$600 to fix the car.

JOSH: Six hundred dollars? Poor Dad.

AMANDA: **What do you mean "poor Dad"?** Poor Rob.



## After You Read

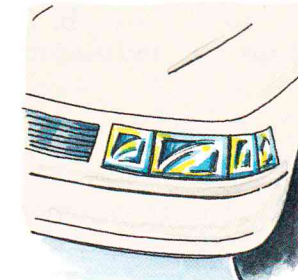
A | Practice PAIRS: Practice the opening conversation.

Ⓟ B | Vocabulary Listen and repeat the words. Write new words in a notebook.

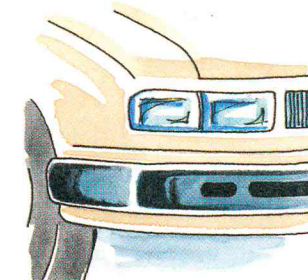
## VOCABULARY



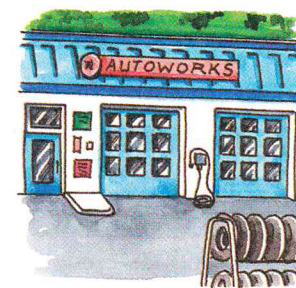
an accident



headlights



a bumper



an auto repair shop



a dent



slippery

C | Vocabulary PAIRS: Complete the conversations. Use the correct forms of the vocabulary words. Practice the conversations.

- A: There was an accident on the highway. A truck hit a car.  
 B: Was anyone hurt?
- A: There's a \_\_\_\_\_ on the driver's side of your car.  
 B: I know. My uncle will fix it. He has \_\_\_\_\_.
- A: Your \_\_\_\_\_ doesn't work.  
 B: Really? Thanks for telling me. I guess I need a new bulb.
- A: How did the accident happen?  
 B: The street was \_\_\_\_\_. She fell and hurt her arm.

**D | Comprehension** Look again at the opening conversations. Circle the correct letter.

1. What happened to Rob?
  - a. He was hurt in an accident.
  - b.** He was in a car accident, but he wasn't hurt.
2. Who drove the car?
  - a. Dad did.
  - b. Rob did.
3. When did it happen?
  - a. In the morning.
  - b. In the afternoon.
4. How did it happen?
  - a. The car hit another car.
  - b. The car skidded on leaves.
5. Where did Rob take the car?
  - a. To his father.
  - b. To Charlie's Auto Repair Shop.

## STEP 2 GRAMMAR PRESENTATION

### SIMPLE PAST: WH- QUESTIONS

Questions				Answers	
Wh- Question Word	Did	Subject	Base Form of Verb		
Where	did	the accident	happen?	In front of the store.	
When		it	occur?	In the morning.	
Why		he	go	there?	He wanted to get some food.
Who		he	drive	with?	He drove alone.
How		it	happen?		The car skidded.
How long		it	take	to fix?	Three hours.

Questions about the Subject	Answers
Who drove?	Rob (did).
What happened?	He had a car accident.

More Irregular Verbs	
Base Form	Simple Past
break	broke
drive	drove
hit	hit
say	said
teach	taught
wear	wore
win	won

## GRAMMAR NOTES

1	Most <i>wh-</i> questions in the simple past use a <b><i>wh-</i> word + <i>did</i> + the subject + the base form of the verb.</b>	<b>A: When did he call?</b> <b>B: At 11:00 in the morning.</b>
2	<i>Wh-</i> questions <b>about the subject</b> use a <b><i>wh-</i> word + the simple past form of the verb.</b>	<b>A: Who called?</b> <b>B: My brother called.</b>
<b>BE CAREFUL!</b> Do not use <i>did</i> with questions about the subject.		Not: Who <del>did</del> call?

### REFERENCE NOTE

For a list of **common irregular past forms**, see Appendix 7 on page A-5.

## STEP 3 FOCUSED PRACTICE

### EXERCISE 1: Discover the Grammar

Read the conversation. Underline the *wh-* questions.

- A:** Guess what? I saw Josh Beckett.
- B:** Really? Where did you see him?
- A:** On Pike Street.
- B:** What time did you see him?
- A:** It was about 3:00 in the afternoon.
- B:** What did he look like?
- A:** Like Josh Beckett, of course.
- B:** Did you ask for his autograph?
- A:** Yes, I did.
- B:** What did he say?
- A:** He said, "Here you go" and wrote his name on a piece of paper.





## EXERCISE 2: Wh- Questions

(Grammar Notes 1-2)

Put the words in the correct order. Make questions.

JOSH: You know, I once drove without a license.

AMANDA: When did you do that \_\_\_\_\_?  
1. (you / When / do / did / that)

JOSH: Oh, about 10 years ago. I was 15, and I went to my grandmother's house.

AMANDA: \_\_\_\_\_?  
2. (you / Why / there / did / drive)

JOSH: It was impossible to get to her home by bus. She called and said she was sick. My parents were away for the day.

AMANDA: So \_\_\_\_\_?  
3. (happened / what)

JOSH: Well, I drove to her house. She was really sick. I took her to the hospital.

AMANDA: \_\_\_\_\_?  
4. (How long / the drive / did / take)

JOSH: About 30 minutes.

AMANDA: \_\_\_\_\_?  
5. (your / parents / What / say / did)

JOSH: They said I did the right thing. I got my license the next month.

## EXERCISE 3: Questions with Who

(Grammar Note 2)

Write questions beginning with **Who**. Use the simple past form of the words in parentheses.

- (go to an auto repair shop last week) Who went to an auto repair shop last week \_\_\_\_\_?
- (eat kimchee last night) \_\_\_\_\_?
- (teach you to drive) \_\_\_\_\_?
- (come late today) \_\_\_\_\_?
- (visit you last weekend) \_\_\_\_\_?
- (give you a special gift last year) \_\_\_\_\_?

## EXERCISE 4: Editing

There are six mistakes in the conversations. The first mistake is already corrected. Find and correct five more mistakes.

A: Hello. This is Rob Peck. I'd like to report an accident.

B: Thank you, Mr. Peck. What time <sup>did</sup> the accident occur?

A: At 9:30 this morning.

B: Where did it happened?

A: It did happen on Oak Street between First and Second Avenues.

B: How it did happen?

A: A cat ran into the street. The car ahead of me stop suddenly. The road was slippery, and I hit the car. My headlights are broken. There's a dent in the other car's bumper.

B: Thank you for reporting the accident.

\* \* \*

C: What the insurance company say?

A: Just "Thank you for reporting the accident."

## STEP 4 COMMUNICATION PRACTICE

### EXERCISE 5: Pronunciation

**A** | Read and listen to the Pronunciation Note.

#### Pronunciation Note

In speaking, we often contract *did* after *wh-* question words.

**B** | Listen to the conversation. Then listen again and repeat B's lines.

A: Sorry I'm late. There was an accident on the highway. I couldn't move for 20 minutes.

B: **Where'd** it happen?

A: Near exit 6.

B: **When'd** it happen?

A: About 20 minutes ago.

B: **How'd** it happen?

A: A driver got sick, and his car went into the wrong lane and hit another car.

B: Was anyone hurt?

(continued on next page)

A: I think so. A police car and an ambulance arrived.

B: **What'd** the police do?

A: They wrote a report, and they sent the drivers to the hospital.

B: **How'd** the drivers look?

A: I didn't see them.

**C** | Now listen and write the questions. Write the full form. Then say the contracted form.

1. Where did it happen?
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### EXERCISE 6: Listening

**A** | Listen to the telephone conversation between Amanda and Rob. Circle the correct letter to complete the sentence.

Amanda and Rob are talking about \_\_\_\_\_.

- a. paying for the damage to his father's car
- b. how the accident happened

**B** | Listen again. Answer the questions.

1. What did Rob promise to pay for? \_\_\_\_\_
2. When did he start work? \_\_\_\_\_
3. How many hours did he work yesterday? \_\_\_\_\_
4. How many hours did he work the day before? \_\_\_\_\_

### EXERCISE 7: Interview

Work with a partner. Interview your partner about his or her past. Student A, write five things that were the same for both of you. Student B, write five things that were different.

- EXAMPLES:
1. A: What sports did you play in high school?  
B: I played soccer.  
A: I played soccer too.  
*We both played soccer in high school.*
  2. B: Where did you go on your last vacation?  
A: I went to the beach.  
B: I went to the mountains.  
*On my last vacation, I went to the beach. Juan went to the mountains.*

### EXERCISE 8: Discuss Childhood

Ask three classmates three questions about their childhood. Use the suggestions from the box or your own ideas.

cook in your family	help you with homework	teach you to drive
give you nice gifts	read stories to you	teach you to ride a bike

- EXAMPLE:
- A: Who taught you to ride a bike?  
B: Nobody did. I can't ride a bike.  
C: My father.  
D: My friend did.

### EXERCISE 9: Writing

A | Complete the sentence: "On my way to school I saw \_\_\_\_\_."

B | **GROUPS:** Read your sentence to each person in your group. Each person asks you two *wh-* questions. Respond to your classmates' statements.

C | Write a conversation that begins, "On my way to school I saw . . ." Include three *wh-* questions.

- EXAMPLE:
- A: On my way to school I saw a beautiful bird.  
B: Where did you see it?  
A: I saw it in East Park.  
B: When did you see it?  
A: At 8:30 A.M.  
B: What did it look like?  
A: It had beautiful red feathers.

D | Check your work. Use the Editing Checklist.

#### Editing Checklist

Did you use . . . ?

- past *wh-* questions correctly
- correct spelling

Check your answers on page UR-3.  
Do you need to review anything?

**EXERCISE A**

Match the questions and answers.

- |  |                               |
|--|-------------------------------|
| ___ 1. Who got angry at Rob?                 | a. A couple of days ago.      |
| ___ 2. Where did Rob get a part-time job?    | b. He worked for seven hours. |
| ___ 3. Why did he get a part-time job there? | c. His father.                |
| ___ 4. When did he start his job?            | d. At BQ Drugstore.           |
| ___ 5. How many hours did he work yesterday? | e. To pay for the damage.     |

**EXERCISE B**

Put the words in the correct order. Make questions about Rob's accident.

- \_\_\_\_\_ ?  
(the accident / happen / did / When)
- \_\_\_\_\_ ?  
(happen / did / How / the accident)
- \_\_\_\_\_ ?  
(Rob / Why / to the supermarket / drive / did)
- \_\_\_\_\_ ?  
(did / Who / with / Rob / drive there)
- \_\_\_\_\_ ?  
(take / Rob / Where / the car / did)

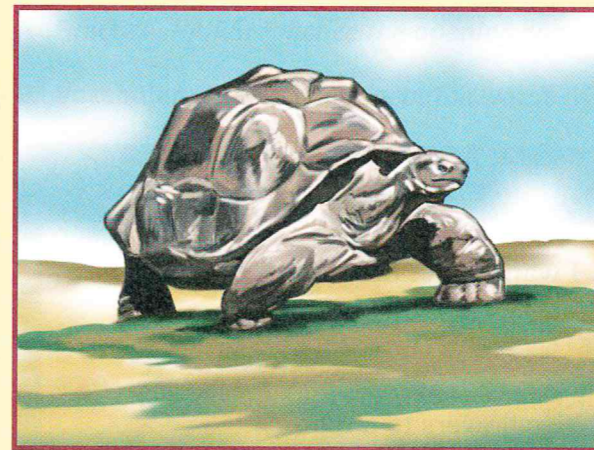
**EXERCISE C**

Correct the conversation. There are five mistakes.

- A:** Where did the accident happened?  
**B:** It did happen in front of the library.
- A:** When it was occur?  
**B:** It occurred at 10:00 this morning.
- A:** How it happened?  
**B:** A car hit another car.
- A:** How long did it takes the police to come?  
**B:** It took 20 minutes.

PART  
**IX**

**PRONOUNS; QUANTITY EXPRESSIONS;  
THERE IS / THERE ARE**



UNIT	GRAMMAR FOCUS	THEME
25	Subject and Object Pronouns	Gifts and Favors
26	How much / How many; Quantity Expressions	A Trip to the Galápagos Islands
27	There is / There are	Describing Places

UNIT **25** Subject and Object Pronouns  
GIFTS AND FAVORS

**STEP 1 GRAMMAR IN CONTEXT**

**Before You Read**

*GROUPS OF FOUR:* Ask what three gifts each person would like to get. Is there a most popular gift in your group?

**EXAMPLE:** I would like to get tickets for a concert, a DVD, and a tennis racquet.

**Read**

Read the conversation.

**CARLOS:** Kathy, **you're** an American. What's a good gift?

**KATHY:** For what?

**CARLOS:** For the party at Bill's house on Saturday. I want to get **him** a gift.

**KATHY:** Right. Let **me** think.

**CARLOS:** How about flowers?

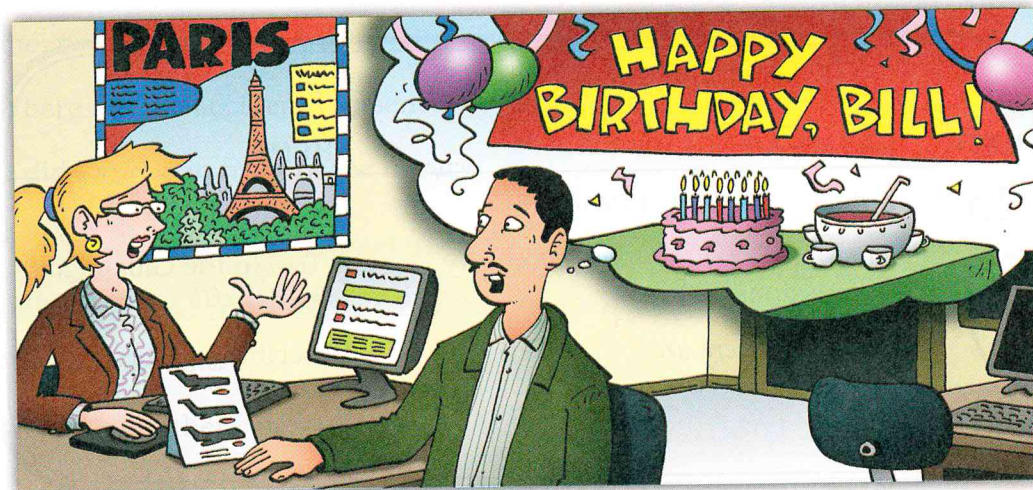
**KATHY:** Well, **I** suppose so. But **you** don't usually give flowers to a man.

**CARLOS:** **He** has a wife. Can I give **them** to **her**?

**KATHY:** Hmm. **I'm** not sure.

**CARLOS:** What about tickets for a concert? **I** know **he** likes music.

**KATHY:** No. Not appropriate. **You** don't give your boss tickets.



**CARLOS:** Well, what do **you** suggest?

**KATHY:** Why don't **you** give **him** some chocolates? **He's** always eating **them** at his desk.

**CARLOS:** OK, good idea. A box of chocolates. Now, can you do **me** a favor?

**KATHY:** What?

**CARLOS:** Tomiko and **I** need a ride to the party. Can you take **us**?

**KATHY:** For a price.

**CARLOS:** For a price? What do **you** mean?

**KATHY:** Get **me** a box of chocolates too.

**CARLOS:** I don't believe **you**. **You're** not serious, are **you**?


**KATHY:** No, just kidding! **I'll** pick **you** up at 6:30 on Saturday.

**After You Read**


**A | Practice PAIRS:** Practice the opening conversation.

**B | Vocabulary** Listen and repeat the words. Write new words in a notebook.

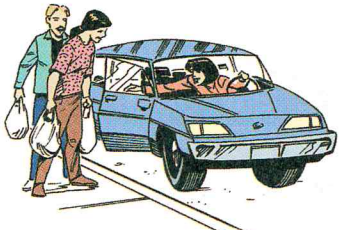
**VOCABULARY**



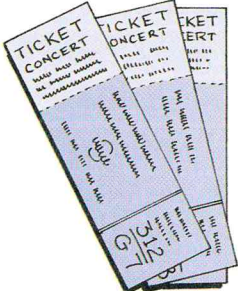
flowers




chocolates




a ride



tickets



a DVD



a gift certificate

**C | Vocabulary** Complete the sentences. Use the correct forms of the vocabulary words.

- I got tickets to the play on Saturday.
- My friend gave me \_\_\_\_\_ for Macy's in the amount of \$75.
- I missed the bus this morning, but a friend gave me \_\_\_\_\_ to work.
- My favorite \_\_\_\_\_ is *Star Wars*.
- When I give \_\_\_\_\_, I cut them from my own garden.
- My problem with getting \_\_\_\_\_ as a gift is that I eat the whole box.

**D | Comprehension** Look again at the opening conversation. Circle True or False.

- |  |                   |
|--|-------------------|
| 1. Bill is Carlos's boss.                                    | <u>True</u> False |
| 2. According to Kathy, people often give flowers to a man.   | True False        |
| 3. According to Kathy, tickets are a good gift for a boss.   | True False        |
| 4. Carlos's boss likes chocolates.                           | True False        |
| 5. Kathy will drive to the party.                            | True False        |
| 6. Carlos and Tomiko have to give Kathy a box of chocolates. | True False        |

**STEP 2 GRAMMAR PRESENTATION**

**SUBJECT AND OBJECT PRONOUNS**

Subject Pronouns	Example Sentences	Object Pronouns	Example Sentences
I	I like flowers.	me	Maria called <b>me</b> .
you	<b>You</b> have the tickets.	you	Yusuf knows <b>you</b> .
he	<b>He's</b> my boss.	him	Please ask <b>him</b> .
she	<b>She</b> needs a ride.	her	Kei met <b>her</b> yesterday.
it	<b>It's</b> for a party.	it	Bring <b>it</b> to the party.
we	<b>We</b> don't know Bill.	us	Call <b>us</b> tomorrow.
you	<b>You</b> will be happy.	you	I saw <b>you</b> last night.
they	<b>They're</b> a good gift.	them	The boss loves <b>them</b> .

**GRAMMAR NOTES**

<b>1</b>	<i>I, you, he, she, it, we,</i> and <i>they</i> are <b>subject pronouns</b> . They replace a subject noun.	<ul style="list-style-type: none"> <li><b>The boys</b> need a ride to the party. <b>They</b> don't have a car.</li> </ul>
<b>2</b>	<i>Me, you, him, her, it, us,</i> and <i>them</i> are <b>object pronouns</b> . They replace an object noun.  Object pronouns come <b>after prepositions</b> like <i>to</i> or <i>for</i> .	<p><small>SUBJECT NOUN</small>      <small>OBJECT NOUN</small></p> <ul style="list-style-type: none"> <li><b>Bill</b> loves <b>chocolates</b>.</li> </ul> <p><small>SUBJECT PRONOUN</small>      <small>OBJECT PRONOUN</small></p> <ul style="list-style-type: none"> <li><b>He</b> loves <b>them</b>.</li> <li>Give them <b>to him</b>.</li> <li>The chocolates are <b>for him</b>.</li> </ul>
<b>3</b>	<b>NOTE:</b> <i>You</i> and <i>it</i> are both subject and object pronouns.	<p><small>SUBJECT</small>      <small>OBJECT</small></p> <ul style="list-style-type: none"> <li><b>You're</b> kidding. I don't believe <b>you</b>.</li> </ul> <p><small>SUBJECT</small>      <small>OBJECT</small></p> <ul style="list-style-type: none"> <li><b>It's</b> Latin music. He likes <b>it</b>.</li> </ul>
<b>4</b>	The pronoun <b>you</b> is the same for singular and plural.  When <b>you</b> is <b>plural</b> , we sometimes add the word <b>both</b> to make the sentence clearer.	<ul style="list-style-type: none"> <li>I don't believe <b>you</b>. (<i>you</i> = Kathy)</li> <li>See <b>you</b> at 6:30. (<i>you</i> = you and Tomiko)</li> <li>See <b>you both</b> at 6:30.</li> </ul>

**STEP 3 FOCUSED PRACTICE**

**EXERCISE 1: Discover the Grammar**

Read the conversation. Underline the subject pronouns. Circle the object pronouns.

STEVE: You like parties. Right?

AMANDA: I love them. Why?

STEVE: Well, we're having a party on Sunday at my apartment. You and Josh are both invited. Are you free at three o'clock?

AMANDA: I think so. What's the occasion?

STEVE: It's Jessica's birthday, but I don't know what to get her. What's a good gift? Any ideas?

AMANDA: How about tickets for a concert? Does she like music?

(continued on next page)

STEVE: Yes. She listens to it all the time.

AMANDA: Good. Get her some tickets. Or else get her a gift certificate. Now, tell me again.

What's your new address?

STEVE: Fourteen Vine Street, Apartment 202.

AMANDA: OK. See you then.

## EXERCISE 2: Subject and Object Pronouns

(Grammar Notes 1-2)

Complete the conversations. Use subject and object pronouns.

1. A: It's Jessica's birthday on Sunday. What's a good gift for \_\_\_\_\_ *her* \_\_\_\_\_?

B: How about a book? \_\_\_\_\_ loves to read.

2. A: It's Mark's birthday next week. What's a good present?

B: Well, \_\_\_\_\_ likes music. Get \_\_\_\_\_ some concert tickets.

3. A: Our car is in the shop. Can \_\_\_\_\_ give \_\_\_\_\_ a ride to the party?

B: Sure. I'll pick \_\_\_\_\_ up at 5:00.

4. A: The Johnsons are having a party on Saturday. What's a good gift for \_\_\_\_\_?

B: \_\_\_\_\_ love flowers.

5. A: Hello? Steve? Is \_\_\_\_\_ raining there? Do I need my umbrella?

B: Yes, bring \_\_\_\_\_. It's raining hard.

6. A: My friends are visiting from Portland. \_\_\_\_\_'re a lot of fun.

B: Well, bring \_\_\_\_\_ on Saturday. We have plenty of food.

## EXERCISE 3: Object Pronouns

(Grammar Note 2)

Write a suggestion for each picture. Use **Why don't you get + object noun + for + object pronoun.**



- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## EXERCISE 4: Editing

There are six mistakes in the invitation. The first mistake is already corrected. Find and correct five more mistakes.



Dear Sarah,

Jim and ~~me~~ are having a party on Saturday, June 10, at 3:00. Is for our son, Bob, and our daughter, Sally. Them both have birthdays in June. You and Stan are invited. Please don't bring they any presents. Us are just having a band and lots of food, but no gifts. Please come! Give Jim and I a call if you can come. See both you soon,

Doris

## STEP 4 COMMUNICATION PRACTICE

### EXERCISE 5: Listening

- A** | Listen to Tim and Jessica's conversation. Who wrapped the gifts?  
**B** | Listen again. Complete the chart with the words from the box.

<b>Colors</b>				
blue	green	orange	<del>red</del>	white
<b>Gifts</b>				
a DVD	a game	something special	<del>a tennis racquet</del>	tickets

Color of Package	Who is it for?	Gift
red	Cousin Martha	a tennis racquet
	Mom and Dad	
	Jeremy	
	Ben and Annie	
	Jessica	

### EXERCISE 6: Pronunciation

- A** | Read and listen to the Pronunciation Note.

#### Pronunciation Note

When we correct a speaker's mistake, we use stress to indicate what we are correcting.

**EXAMPLES:** **A:** Is that your CD? **A:** Is that your CD?  
**B:** No, it's **Amy's** CD. [It's not my CD.] **B:** No, it's my **DVD**. [It's not a CD.]

- B** | Listen to the conversations. In Sentence B, circle the word that shows the correction.

- A:** The blue box is a present for Mark, right?  
**B:** No, the red box is Mark's present.
- A:** You gave your boss flowers, didn't you?  
**B:** No, I gave his wife flowers.
- A:** Did you get Mark a new necktie for his birthday?  
**B:** No, I got Josh a new necktie.
- A:** You're giving Elena flowers, aren't you?  
**B:** No, I'm giving her chocolates.
- A:** You bought the Wangs a painting, right?  
**B:** No, I bought the Grants a painting.

**C** | **PAIRS:** Practice the conversations.

### EXERCISE 7: Choose Gifts

**PAIRS:** Write the names of five people. Talk about a good gift for each person. Then tell the class.

- EXAMPLES:** **A:** It's my brother's birthday tomorrow. What's a good gift for him?  
**B:** Hmm. How old is he?  
**A:** Ten.  
**B:** Maybe a DVD?  
**A:** I don't think so.  
**B:** OK, then why don't you get him a soccer ball?  
**A:** Good idea.  
 OR  
**A:** It's my brother's birthday tomorrow. What's a good gift for him?  
**B:** What does he like?  
**A:** He loves sports.  
**B:** How about a tennis racquet?  
**A:** I don't think so.  
**B:** OK, then how about a soccer ball?  
**A:** Good idea.

### EXERCISE 8: Writing

- A** | Write six or seven sentences about a time when you gave a gift that made someone happy. Use subject and object pronouns.

**EXAMPLE:** My sister had her 17th birthday last July. I didn't have much money to get her a gift, but she loves flowers. I only had \$10 to spend, so I bought her . . .

- B** | Check your work. Use the Editing Checklist.

#### Editing Checklist

- Did you use . . . ?
- subject and object pronouns correctly
  - correct spelling

# UNIT 25 Review

Check your answers on page UR-4.  
Do you need to review anything?

## EXERCISE A

Circle the correct subject or object pronouns to complete the conversations.

- A:** It's Steve's birthday on Sunday. What's a good gift for **he / him**?

**B:** How about a gift certificate to a movie theater? **He / Him** really likes movies.
- A:** What's a good gift for the children? Do **they / them** like games?

**B:** Yes, bring **they / them** games. **We / Us** all love games!

## EXERCISE B

Complete the suggestions. Use the correct object pronouns. Refer to the nouns in parentheses.

- Why don't you get flowers for \_\_\_\_\_ (your wife)?
- Why don't you get a tie for \_\_\_\_\_ (Uncle Toshi)?
- Why don't you take chocolates to \_\_\_\_\_ (your cousins)?
- Why don't we give a ride to \_\_\_\_\_ (John's sister).
- Why don't you buy a new TV for \_\_\_\_\_ (Grandma and Grandpa)!

## EXERCISE C

Correct the note. There are five mistakes.

Dear Doris and Jim,

Thank you for inviting we to the party on June 10. Us will bring some cookies for dessert. It are really good, and we hope you like they. I don't have your address. Could you please email its to us?

See you on Saturday!

Sarah and Stan

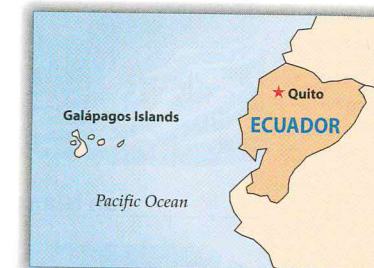
# UNIT 26 How much / How many; Quantity Expressions

## A TRIP TO THE GALÁPAGOS ISLANDS

### STEP 1 GRAMMAR IN CONTEXT

#### Before You Read

**GROUPS:** The Galápagos Islands are known for their unusual animal and plant life. Look at the map. Where are the Galápagos Islands? How many students in your group would like to visit them?



#### Read

Read the conversation.

**STEVE:** So how was Ecuador?

**JESSICA:** Great.

**STEVE:** How many days were you away?

**JESSICA:** Ten. We were in the capital, Quito, and on the Galápagos Islands.

**MARK:** The Galápagos Islands? That sounds exciting. How much time did you spend there?

**TIM:** Not much. Only four days. But it was fantastic. We took hundreds of photos of the plants and animals. We ate and slept on a boat.

**MARK:** Really? How many people were on the boat?

**JESSICA:** Twelve including us.

**STEVE:** How much did the trip cost?

**JESSICA:** It was expensive, but we used our frequent flier miles for the flight.

**MARK:** Well, nothing beats travel.\*

**TIM:** I agree.

\*nothing beats travel: traveling is great





# UNIT 25 Review

Check your answers on page UR-4.  
Do you need to review anything?

## EXERCISE A

Circle the correct subject or object pronouns to complete the conversations.

- A:** It's Steve's birthday on Sunday. What's a good gift for **he / him**?

**B:** How about a gift certificate to a movie theater? **He / Him** really likes movies.
- A:** What's a good gift for the children? Do **they / them** like games?

**B:** Yes, bring **they / them** games. **We / Us** all love games!

## EXERCISE B

Complete the suggestions. Use the correct object pronouns. Refer to the nouns in parentheses.

- Why don't you get flowers for \_\_\_\_\_ (your wife)?
- Why don't you get a tie for \_\_\_\_\_ (Uncle Toshi)?
- Why don't you take chocolates to \_\_\_\_\_ (your cousins)?
- Why don't we give a ride to \_\_\_\_\_ (John's sister).
- Why don't you buy a new TV for \_\_\_\_\_ (Grandma and Grandpa)!

## EXERCISE C

Correct the note. There are five mistakes.

Dear Doris and Jim,

Thank you for inviting we to the party on June 10. Us will bring some cookies for dessert. It are really good, and we hope you like they. I don't have your address. Could you please email its to us?

See you on Saturday!

Sarah and Stan

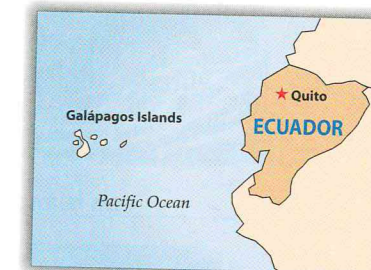
# UNIT 26 How much / How many; Quantity Expressions

## A TRIP TO THE GALÁPAGOS ISLANDS

### STEP 1 GRAMMAR IN CONTEXT

#### Before You Read

**GROUPS:** The Galápagos Islands are known for their unusual animal and plant life. Look at the map. Where are the Galápagos Islands? How many students in your group would like to visit them?



#### Read

Read the conversation.

**STEVE:** So how was Ecuador?

**JESSICA:** Great.

**STEVE:** How many days were you away?

**JESSICA:** Ten. We were in the capital, Quito, and on the Galápagos Islands.

**MARK:** The Galápagos Islands? That sounds exciting. How much time did you spend there?

**TIM:** Not much. Only four days. But it was fantastic. We took hundreds of photos of the plants and animals. We ate and slept on a boat.

**MARK:** Really? How many people were on the boat?

**JESSICA:** Twelve including us.

**STEVE:** How much did the trip cost?

**JESSICA:** It was expensive, but we used our frequent flier miles for the flight.

**MARK:** Well, nothing beats travel.\*

**TIM:** I agree.

\*nothing beats travel: traveling is great




**After You Read**


**A | Practice** GROUPS OF FOUR: Practice the opening conversation.

**B | Vocabulary** Listen and repeat the words. Write new words in a notebook.


**VOCABULARY**



**an island**




**the capital**




**an animal**



**a plant**



**a flight**



**only**

**C | Vocabulary** Complete the conversations. Write the correct forms of the vocabulary words.

1. **A:** Is Seoul the capital of Korea?  
**B:** Yes, it is.
2. **A:** Which continent is an \_\_\_\_\_?  
**B:** Australia.
3. **A:** How was your \_\_\_\_\_ home?  
**B:** OK, but the plane was full. There were no empty seats.

4. **A:** He has beautiful \_\_\_\_\_ in his garden.

**B:** I know. Some come from Hawaii.

5. **A:** How many weeks of vacation do you have?

**B:** \_\_\_\_\_ one week a year.

6. **A:** Are any of the \_\_\_\_\_ on the Galápagos Islands dangerous?

**B:** I don't think so.

**D | Comprehension** Look again at the opening conversation. Answer the questions. Use the words from the box.

A lot	<del>hundreds</del>	Two—Quito and the Galápagos Islands
10 days	12 people	

1. How many photos did they take? hundreds.
2. How much time did they spend in Ecuador? \_\_\_\_\_
3. How much money did they spend? \_\_\_\_\_
4. How many people were on the boat to the Galápagos Islands? \_\_\_\_\_
5. How many places did they visit? \_\_\_\_\_

**STEP 2 GRAMMAR PRESENTATION**

**HOW MUCH / HOW MANY**

Count Nouns	Non-count Nouns
<p><b>A:</b> How many photos did you take?  <b>B:</b> A lot. (I took a lot of photos.)                      Not many. (I didn't take many photos.)                      A few. (I took a few photos.)                      Sixty. (I took 60 photos.)</p>	<p><b>A:</b> How much time did you spend there?  <b>B:</b> A lot. (We spent a lot of time there.)                      Not much. (We didn't spend much time there.)                      A little. (We spent a little time there.)</p>

## GRAMMAR NOTES

<b>1</b>	Use <b>how many</b> + a <b>plural count noun</b> to ask about a quantity of something.  Use <b>how much</b> + a <b>non-count noun</b> to ask about an amount.	<p style="text-align: center; font-size: small;">PLURAL COUNT NOUN</p> <p><b>A: How many days</b> were you there? <b>B: Fifteen.</b></p> <p style="text-align: center; font-size: small;">NON-COUNT NOUN</p> <p><b>A: How much time</b> did you spend there? <b>B: A lot.</b></p>
<b>2</b>	<b>A lot, a few, a little, not many,</b> and <b>not much</b> are <b>general</b> expressions. <i>A lot</i> tells that an amount is large. <i>A few, not many,</i> and <i>not much</i> tell that amounts are small.  <b>BE CAREFUL!</b> <i>Much</i> is not usually used in affirmative statements. We usually use <i>a lot</i> instead.	<p><b>A:</b> How many people were on the boat? <b>B: Not many.</b> (a small quantity)</p> <p><b>A:</b> How much time did you spend in Quito? <b>B: Not much.</b> (a small amount)</p> <ul style="list-style-type: none"> <li>• I spent a lot of money.</li> <li>Not: I spent <del>much</del> money.</li> </ul>
<b>3</b>	<b>Numbers</b> also answer questions with <b>how many</b> . Numbers give an <b>exact</b> amount.	<p><b>A:</b> How many days were you there? <b>B: Ten days.</b></p>
<b>4</b>	Use <b>how much</b> to ask about the <b>cost</b> of something. We often use <b>how much without a noun</b> .	<ul style="list-style-type: none"> <li>• <b>How much</b> was the trip?</li> <li>• <b>How much</b> did the trip cost?</li> <li>• <b>How much (money)</b> did it cost?</li> </ul>

### REFERENCE NOTE

For more about **count and non-count nouns**, see Unit 19.

## STEP 3 FOCUSED PRACTICE

### EXERCISE 1: Discover the Grammar

Read the conversations. Underline how much and how many, and circle the nouns they go with. Draw two lines under each quantifier.

- A:** How many flights go to the Galápagos Islands from Guayaquil?  
**B:** A few each day.
- A:** How many seats are available on Flight 1 to Quito?  
**B:** Not many. You need to make a reservation now.
- A:** How much time does it take to get to the airport?  
**B:** Not much. Only about 30 minutes.

- A:** How much money does the flight cost?  
**B:** About \$360.
- A:** How many tourists visit the Galápagos Islands in May?  
**B:** A lot. Most tourists go there in April, May, and November.
- A:** Is there a lot of rain in July?  
**B:** No, there isn't, just a little mist called "garua."

### EXERCISE 2: How much / How many

(Grammar Notes 1, 3–4)

Read about the trip to Washington, D.C. Match the questions and answers.



### Come to Washington, D.C.!

See the beautiful cherry blossoms. Visit the White House. See the Capitol.

**INCLUDES:**

- round-trip airfare from Seattle
- 2 nights, 3 days at the Best Eastern
- double rooms
- lunch and dinner for 3 days
- sightseeing tour of Washington, D.C.
- free bus from airport to hotel

**All this for only \$650!**

- |   |  |
|---|--|
| <p><u>  </u> <b>b</b> 1. How many days is the trip?</p> <p><u>  </u> 2. How many meals does the trip include?</p> <p><u>  </u> 3. How much does the trip cost?</p> <p><u>  </u> 4. How many people share a room?</p> <p><u>  </u> 5. How much is the bus ride from the airport?</p> | <p><b>a.</b> Two.</p> <p><b>b.</b> Three.</p> <p><b>c.</b> Six.</p> <p><b>d.</b> Nothing.</p> <p><b>e.</b> \$650 from Seattle (flights included)</p> |
|---|--|

**EXERCISE 3: How much / How many**

(Grammar Notes 1, 3-4)

Read the ad for a trip to Boston. Write questions with **how much** or **how many**.

## VISIT BOSTON!

**Includes:**

- Round-trip airfare from Seattle
- 5 days and 4 nights at Motel 9
- 4 to a room
- Delicious breakfast every day
- 3-hour sightseeing tour of Boston

*Visit the Freedom Trail, Faneuil Hall, Quincy Market, and Old North Church*



**JUDY:** I'm thinking of visiting New York or Boston.

**MARK:** Well, here's an ad for a trip to Boston.

**JUDY:** \_\_\_\_\_?  
1.

**MARK:** Eight hundred dollars.

**JUDY:** \_\_\_\_\_?  
2.

**MARK:** Five days.

**JUDY:** Do they include meals?

**MARK:** Some.

**JUDY:** \_\_\_\_\_?  
3.

**MARK:** Five breakfasts.

**JUDY:** Do you have your own room?

**MARK:** Uh, no.

**JUDY:** \_\_\_\_\_?  
4.

**MARK:** They put four people in a room.

**JUDY:** That's not for me.

**MARK:** Oh, well. It's a good price.

**EXERCISE 4: Editing**

There are six mistakes in the conversations. The first mistake is already corrected. Find and correct five more mistakes.

1. **A:** How ~~much~~<sup>many</sup> people did you travel with?  
**B:** Only one other person, but we met a little people on the trip.
2. **A:** How many day were you away?  
**B:** Not much, only three days. But we were on a small island.
3. **A:** How much time did you spend in your hotel room?  
**B:** Not many time. We left early and returned late.
4. **A:** How much trips do you usually take in a year?  
**B:** Two or three. I love to travel.

**STEP 4 COMMUNICATION PRACTICE**

**EXERCISE 5: Listening**

**A** | Listen to Steve and Jessica's conversation and the news that follows. Circle the correct letter to complete the sentence.

The news is about \_\_\_\_\_.

- a. a travel writer who talks about his new book
- b. a travel writer who died last Monday

**B** | Listen again. Complete the questions with **how much** or **how many**.

1. How many books did John Phillips write? more than 30
2. \_\_\_\_\_ children did he have? \_\_\_\_\_
3. \_\_\_\_\_ grandchildren did he have? \_\_\_\_\_
4. \_\_\_\_\_ money did John Phillips have? \_\_\_\_\_
5. \_\_\_\_\_ people did he leave his money to? \_\_\_\_\_
6. \_\_\_\_\_ time did his children spend with him? \_\_\_\_\_

**C** | Listen to the conversation and news broadcast again and answer the questions in Part B.

## EXERCISE 6: Pronunciation

**A** | Listen and repeat the words:

Jell-o—yellow      jail—Yale  
Jess—yes      jams—yams  
juice—use

**B** | Underline the above words in the sentences. Then listen and repeat each sentence.

1. I drank a lot of juice yesterday.
2. I ate a lot of yams.
3. I bought a lot of yellow sweaters.
4. Jess has a lot of friends at Yale.
5. She met a lot of people in jail.
6. They served a lot of jams.
7. He ate a lot of Jell-o.

**C** | Take turns. Say a sentence from Part B. Your partner asks a question that begins with “How much” or “How many.” Give an answer with an exact amount.

EXAMPLE: **A:** I drank a lot of juice yesterday.  
**B:** How much did you drink?  
**A:** Four glasses.

## EXERCISE 7: Ask and Answer

**A** | **GROUPS:** Take turns. Ask questions with **how much** and **how many**. Your classmates answer with **a lot, a little, a few, not much, not many, some, or none**, or give an exact amount. Use the ideas from the box or your own ideas.

time / spend online  
clothes / buy in a month  
different animals / see in an average day  
email messages / get in a week  
money / give to charity in a year  
movies / watch in a month  
people / help in a week  
plants / have in your home  
time / spend on the telephone in a day

EXAMPLE: **A:** How much time do you spend online?  
**B:** Not much. About 10 minutes a day.

**B** | On a separate sheet of paper, write four of your questions and your classmates' answers. Report the results.

EXAMPLE: Juan doesn't spend much time online: about 10 minutes a day.

## EXERCISE 8: Writing

**A** | Tell your partner about an interesting place you visited. Use quantifiers to answer the questions:

How much time did you spend there?

How many people did you go with?

How many photos did you take?

How much did it cost to go there?

**B** | Write about your trip.

EXAMPLE: Last year I went to Philadelphia. I was there for three days. I traveled with my two friends. We took a lot of photos—over 140. We went by bus and stayed with friends. The trip only cost us \$100.

**C** | Check your work. Use the Editing Checklist.

### Editing Checklist

Did you use . . . ?

quantifiers correctly

correct spelling

Check your answers on page UR-4.  
Do you need to review anything?

**EXERCISE A**

Complete the conversations with **much** or **many**.

- |   |                          |
|---|--------------------------|
| 1. A: How _____ students are in this class? | B: Twenty.               |
| 2. A: How _____ weeks does this class last? | B: It lasts eight weeks. |
| 3. A: How _____ does the class cost?        | B: It's \$200.           |
| 4. A: How _____ textbooks do we use?        | B: Two.                  |
| 5. A: How _____ are the textbooks?          | B: About \$50.           |

**EXERCISE B**

Circle the correct words to complete the conversations.

- |  |  |
|--|--|
| 1. A: How much time did you spend at work?   | B: <b>A lot / Much.</b> About 10 hours.  |
| 2. A: How many mistakes did you make?        | B: <b>Not many / Not much.</b> Just two. |
| 3. A: How much coffee do you drink each day? | B: Just <b>a little / a few.</b>         |
| 4. A: How many people came?                  | B: <b>A lot / Much.</b> Almost 30.       |
| 5. A: How much money do you have?            | B: <b>Not much / Not many.</b>           |

**EXERCISE C**

Correct the conversations. There are five mistakes.

- |  |  |
|--|--|
| 1. A: How much time do you spend on the phone each week? | B: Not many time. Only a couple of hours.  |
| 2. A: How many movies do you see each year?              | B: Not much. Only two or three.  |
| 3. A: How much email messages do you send each day?      | B: Each day? Only one or two. But I send a little of text messages—maybe 20 or 30. |
| 4. A: How much time do you spend surfing the Internet?   | B: I spend many time. Maybe six hours a day!                                       |

**STEP 1 GRAMMAR IN CONTEXT**

**Before You Read**


**GROUPS OF FOUR:** Name an interesting or a beautiful place in or near your hometown. Say one thing about it. Then report to the class.

There's an interesting \_\_\_\_\_ near my hometown.

OR

There's a beautiful \_\_\_\_\_ near my hometown.

**Read**

 Read the conversation.



**JUDY:** OK. So where did you guys go on your vacation?

**JOSH:** South Dakota. We went there especially to see Mount Rushmore.

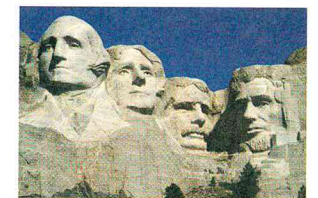
**ELENA:** **Isn't there** something famous about Mount Rushmore?

**AMANDA:** Yes, **there is. There are** four presidents' heads carved\* into the mountain. Here's a picture of them.

**JOSH:** Do you know who they are?

**JUDY:** Sure. Washington, Jefferson, Theodore Roosevelt, and Lincoln.

**ELENA:** Wow! It looks like a fantastic place. What else **is there** to see in the area?



Mount Rushmore

\*carved: cut out of stone or wood

(continued on next page)

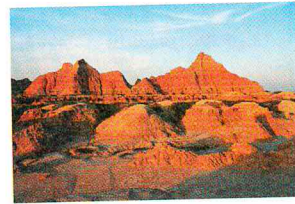
**JOSH:** Well, **there's** a great national park called The Badlands. It's only about 60 miles away, and it's beautiful.

**AMANDA:** And **there are** two interesting old mining towns called Lead and Deadwood.

**JOSH:** And **there are** a lot of caves in the area.

**AMANDA:** And **there's** a little town called Wall. It has an amazing drugstore—maybe the biggest one in the world.

**JUDY:** Do you want to go back next year? Elena and I will go with you. Show us more.



Badlands National Park

## After You Read

**A | Practice** *GROUPS OF FOUR:* Practice the opening conversation.

**B | Vocabulary** Listen and repeat the words. Write new words in a notebook.

VOCABULARY

 <b>a drugstore</b>	 <b>a bed-and-breakfast</b>	 <b>a national park</b>	 <b>a snack bar</b>
 <b>a monument</b>	 <b>a waterfall</b>	 <b>an amusement park</b>	 <b>a traffic jam</b>

**C | Vocabulary** *GROUPS:* Use the vocabulary to ask about your partners' city, neighborhood, or area.

**EXAMPLE:** **A:** Is there a drugstore in your neighborhood?  
**B:** No, there isn't.

OR  
Yes, there is. Are there any national parks in your state?  
**C:** Yes, there are. There are two.

OR  
No, there aren't.

**D | Comprehension** Look again at the opening conversation. Write **T (True)** or **F (False)**. Correct the false statements.

- T** 1. Mount Rushmore is famous.  
   2. There are statues of five presidents on Mount Rushmore.  
   3. Two of the presidents are Washington and Lincoln.  
   4. Josh thinks the Badlands are beautiful.  
   5. Wall is a drugstore.

## STEP 2 GRAMMAR PRESENTATION

### THERE IS / THERE ARE

Statements	
Singular	Plural
<b>There is a bank</b> on this block. <b>There isn't a bank</b> near here.	<b>There are three banks</b> on this block. <b>There aren't any banks</b> around here.
Questions and Answers	
Singular	Plural
<b>A: Is there a drugstore</b> around here? <b>B: Yes, there is.</b> OR <b>No, there isn't.</b>	<b>A: Are there any national parks</b> in the area? <b>B: Yes, there are.</b> OR <b>No, there aren't.</b>

### GRAMMAR NOTES

1	Use <b>there is</b> or <b>there's</b> to state facts about a person or thing.  Use <b>there are</b> if the noun is plural.  We often use <b>there is</b> or <b>there are</b> to tell the location of things or people.	<ul style="list-style-type: none"> <li><b>There is</b> a message for you.</li> <li>OR</li> <li><b>There's</b> a message for you.</li> <li><b>There are</b> two postcards from Mount Rushmore.</li> <li><b>There is</b> a snack bar over there.</li> <li><b>There are</b> two snack bars over there.</li> <li><b>There's</b> someone at the door.</li> </ul>
2	To state a <b>negative fact</b> , you can use <b>there isn't a / an</b> or <b>there aren't any</b> .	<ul style="list-style-type: none"> <li><b>There isn't a</b> subway in this city.</li> <li><b>There aren't any</b> theaters near here.</li> </ul>
3	To make a <b>question</b> , put <b>is</b> or <b>are</b> before <b>there</b> .	<ul style="list-style-type: none"> <li><b>Is there</b> a bank near here?</li> <li><b>Are there</b> any caves in this area?</li> </ul>

(continued on next page)

<b>4</b>	Use <b>there</b> both in <b>questions</b> and in <b>short answers</b> .	<p><b>A:</b> <b>Is there</b> a pool in our hotel?</p> <p><b>B:</b> Yes, <b>there is</b>. OR No, <b>there isn't</b>. OR No, <b>there's not</b>.</p> <p><b>A:</b> How many rooms <b>are there</b> on this floor?</p> <p><b>B:</b> <b>There are</b> eight.</p>
<b>5</b>	Use <b>there's</b> in speaking and informal writing. ( <i>There's = There is</i> )  <b>BE CAREFUL!</b> Don't use a plural noun after <i>there's</i> .	<ul style="list-style-type: none"> <li>• <b>There's</b> a mall two miles from here.</li> <li>• <b>There are</b> some beautiful paintings in this museum. NOT: <i>There's</i> some beautiful paintings in this museum.</li> </ul>
<b>6</b>	Use <b>there</b> the <b>first time</b> you talk about something. Use <b>it</b> or <b>they</b> after that.	<p><b>A:</b> <b>Is there</b> a bank around here?</p> <p><b>B:</b> Yes, <b>there is</b>. <b>It's</b> on the corner of First Avenue and Barton Street.</p> <p><b>A:</b> Are <b>there</b> any theaters near here?</p> <p><b>B:</b> Yes, <b>there are</b> several. <b>They're</b> in the mall.</p>

### STEP 3 FOCUSED PRACTICE

#### EXERCISE 1: Discover the Grammar

Read the conversation about a bed and breakfast. Underline **there is** and **there are**. Draw an arrow between **there** and the noun or nouns it refers to.

**MRS. GRANT:** Hello. You must be Josh and Amanda Wang. I'm Amy Grant. Welcome. Can you please sign the guest book? There's a pen right over there.

**JOSH:** Thank you. We're glad there's a room for us.

**MRS. GRANT:** Actually, there are two rooms to choose from, one on the second floor and one on the third. The one on the third floor has a nice view of the waterfall, but there isn't an elevator, unfortunately.

**AMANDA:** Oh, that's fine. We'd like the one with the nice view. Is there a bath in the room?

**MRS. GRANT:** No. Sorry about that. There's just one bathroom per floor. But we don't have many guests. So, let's see . . . breakfast is from 7:00 until 9:00. There's coffee in your room, and there are also crackers and cookies. Your room is up that stairway over there. We'll see you in the morning.

**JOSH:** Thanks a lot. See you then.

#### EXERCISE 2: There is / There are / They are

(Grammar Notes 1-6)

Complete the conversation. Choose the correct words in parentheses.

**MAN:** What are your plans for today?

**AMANDA:** We're going to the Mount Rushmore Monument. Is there a bus we can take? We don't want to drive.

**MAN:** Yes, there is a bus stop just a block down the street from the bed and breakfast.

**JOSH:** Great . . . Hmm. What about lunch? Are there any places to eat at the park?

**MAN:** Yes, there's a good park restaurant, and there are a couple of snack bars. There's a town a couple of miles away called Keystone. There are a lot of restaurants there, and they're pretty reasonable in price. So have a great day. See you this evening.





### EXERCISE 3: There / It / They

(Grammar Note 6)

Complete the conversations with **there, it, or they**.

- A: Why are you in such a hurry? Where are you going?  
 B: There<sup>1.</sup>'s a concert downtown that starts in 15 minutes.  
 A: What kind of concert is \_\_\_\_\_?<sup>2.</sup>  
 B: \_\_\_\_\_'s an indie rock concert.<sup>3.</sup>
- A: What is \_\_\_\_\_ to do around here?<sup>4.</sup>  
 B: Well, \_\_\_\_\_ are a lot of beautiful national parks to see.<sup>5.</sup>  
 A: Are \_\_\_\_\_ nearby?<sup>6.</sup>  
 B: Yes, \_\_\_\_\_ are all within 50 miles from here.<sup>7.</sup>

### EXERCISE 4: Editing

There are five mistakes in the letter. The first mistake is already corrected. Find and correct four more mistakes.

#### Calamity Jane's Bed-and-Breakfast

Dear Kathy,

Greetings from South Dakota. We're having a wonderful time. There are ~~It is~~ so many interesting things to see and do here! Right now we're in Deadwood, an old mining town. Are interesting little shops on every street, and is a lot of fun stuff to buy. I hope my suitcase is big enough. Are also a lot of beautiful landmarks to see; we went to Mount Rushmore yesterday, and we're going to the Crazy Horse monument today. We're staying at a really nice bed-and-breakfast called Calamity Jane's. Is a nice, comfortable place, and there are lots of interesting people from different places staying here.

I have to sign off now; we're ready to go to Crazy Horse.  
 Say hi to Mark and everyone else.

Love,

Amanda



## STEP 4 COMMUNICATION PRACTICE

### EXERCISE 5: Listening

**A** | Listen to Josh and Amanda's conversation with some people they meet at breakfast.

What country are the people from? \_\_\_\_\_

**B** | Listen again. Check (✓) T (True), F (False), or NI (No Information).

	T	F	NI
1. At breakfast, there are no free tables.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Josh and Amanda like the British accent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Martin and Helen are from Manchester.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Martin and Helen arrived by train.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. They will go to Mount Rushmore with 20 other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Josh says to visit Wall Drug Store.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Wall is about 60 miles west.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. There are restaurants inside Wall Drug Store.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. There are a lot of animals in Badlands National Park.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Helen and Martin will visit Wall and the Badlands.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### EXERCISE 6: Pronunciation

**A** | Listen to the conversations. Then circle **there are** or **they are**, **there aren't**, or **they aren't**.

- there are      they are
- there are      they are
- there are      they are
- there are      they are
- there aren't      they aren't
- there aren't      they aren't

**B | PAIRS:** Practice the conversations. Take turns.

- A:** What can we see in this area?  
**B:** There are caves nearby.
- A:** How are the people at your bed-and-breakfast?  
**B:** They're great.
- A:** Are there any good hotels in this town?  
**B:** Yes, there are several.
- A:** What are Lead and Deadwood?  
**B:** They're old mining towns.
- A:** Where are Judy and Elena?  
**B:** They aren't here yet.
- A:** Let's go to a movie.  
**B:** There aren't any theaters nearby.

### EXERCISE 7: Game

**GROUPS:** Form two teams. Everyone is going on a trip. Everyone has a suitcase with something special in it. Each person describes his or her special item:

I have a \_\_\_\_\_.

The other team must repeat all the items in sentences with **there, it, and they**. The team that remembers the most items wins.

- EXAMPLE:** **Team A:** I have a cheap DVD player in my suitcase.  
**Team B:** There's a DVD player in Alicia's suitcase. It's cheap.  
**Team A:** I have two blue soccer balls in my suitcase.  
**Team B:** There's a DVD player in Alicia's suitcase. It's cheap. There are two soccer balls in Kam Wa's suitcase. They're blue . . .

### EXERCISE 8: Writing

**A |** Write a short description (6 to 10 sentences) of one of your favorite places. Use **there is, there are, it is, and they are**.

**EXAMPLE:** One of my favorite places is the Los Angeles area. There are lots of interesting things to see around L.A. There's Hollywood, for example. It's a fascinating place. Sometimes you can see movie stars in Hollywood. There are several amusement parks, and they're a lot of fun. There's Disneyland . . .

**B |** Check your work. Use the Editing Checklist.

#### Editing Checklist

Did you use . . . ?

- there is, there are, it is, and they are** correctly
- correct spelling

Check your answers on page UR-4.  
Do you need to review anything?

**EXERCISE A**

Complete the conversation. Choose the correct words in parentheses.

- A: \_\_\_\_\_ a bed-and-breakfast near here?  
1. (Is there / There's)
- B: Yes, \_\_\_\_\_. It's just a few block from here.  
2. (there is / it is)
- A: And \_\_\_\_\_ any restaurants around here?  
3. (is there / are there)
- B: Yes, \_\_\_\_\_ a great Chinese restaurant on Second Street, and  
4. (there's / it's)
- \_\_\_\_\_ two good pizza places on Mina Street.  
5. (they are / there are)

**EXERCISE B**

Complete the conversation with **there** or **they**.

- A: Good afternoon. Betty's Bed-and-Breakfast.
- B: Hi, are \_\_\_\_\_ any rooms?
- A: Yes, \_\_\_\_\_ are two rooms. \_\_\_\_\_'re both on the third floor.
- B: Do \_\_\_\_\_ have TVs?
- A: Yes. \_\_\_\_\_'s a TV in every room.

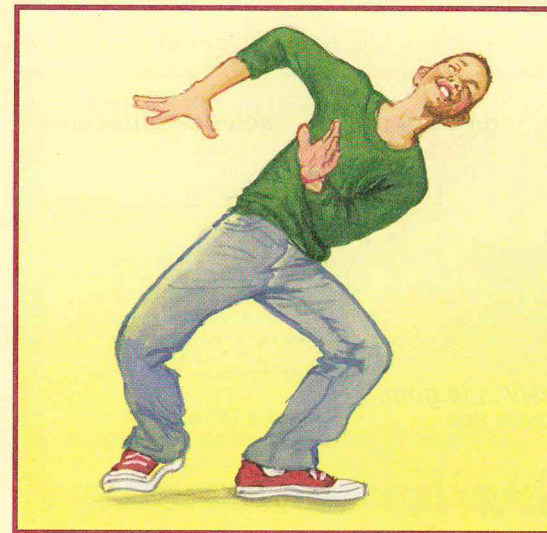
**EXERCISE C**

Correct the conversation. There are five mistakes.

- A: What is the West Edmonton Mall?
- B: There's a gigantic shopping center in Edmonton, Canada.
- A: What is they to see in the mall?
- B: Well, there is probably the biggest mall in North America. There has 800 stores, and it is even a skating rink.

PART  
**X**

**MODIFIERS; COMPARISONS;  
PREPOSITIONS OF TIME**



UNIT	GRAMMAR FOCUS	THEME
28	Noun and Adjective Modifiers	Personal Characteristics
29	Comparative Adjectives	Planning a Get-together
30	Prepositions of Time: <i>In, On, At</i>	Leisure Activities

STEP 1 GRAMMAR IN CONTEXT

Before You Read

A | You are looking for a new friend. What's most important for you? Rank the characteristics from 1 (least important) to 6 (most important)

- \_\_\_ artistic      \_\_\_ honest      \_\_\_ rich
- \_\_\_ fun-loving      \_\_\_ kind      \_\_\_ smart

B | Circle the two things you like best:

- action films      bird-watching      computer science      modern art      science museums
- art museums      computer games      jazz bands      romantic films

C | GROUPS: Compare your answers.

Read


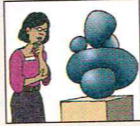




Read the personal ads from the Seattle Daily's online list [www.sdo.com](http://www.sdo.com).

## The Seattle Daily

---

### Love Lines

---

MEN	WOMEN
<p>1. Am I for you? Are you interested in a <b>35-year-old, fun-loving</b> man? I enjoy <b>jazz</b> bands and <b>sandy</b> beaches. I'm looking for a <b>kind, sensitive</b> woman.</p> 	<p>4. Let's get together. I'm an <b>artistic 20-year-old</b> woman. I like <b>modern</b> art and <b>modern</b> dance.</p> 
<p>2. I'm a <b>rich, healthy, active 80-year-old</b> man. I love to travel to <b>beautiful</b> places. I want to enjoy life with a <b>lively middle-aged</b> woman.</p> 	<p>5. I'm a <b>tall 19-year-old college</b> woman. I'm a <b>computer science</b> major. I like computers, tennis, <b>mystery</b> movies, and <b>fast</b> cars. I'm looking for a <b>smart</b> guy with <b>similar</b> interests.</p> 
<p>3. I'm a <b>25-year-old chemistry</b> professor. I enjoy <b>bird-watching</b> and <b>long</b> walks in the country. I'm looking for a woman with <b>similar</b> interests.</p> 	<p>6. <b>75-year-old</b> woman. <b>Rich, funny, warm,</b> and <b>honest.</b> Enjoys <b>spy</b> movies and travel to <b>unusual</b> places. Looking for a <b>younger</b> man with <b>similar</b> interests.</p> 


After You Read

A | Practice PAIRS: Practice the opening reading. Take turns reading the ads.


B | Vocabulary Listen and repeat the words. Write new words in a notebook.

### VOCABULARY


**ADJECTIVE + NOUN**



**fun-loving man**



**honest man**



**artistic woman**


**NOUN + NOUN**

WOMEN

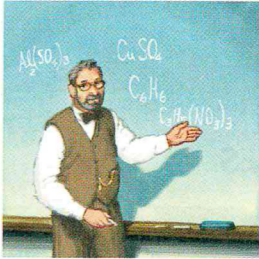
A. Let's get together. Artistic 20-year-old woman looking for an artistic man.

B. 19-year-old computer science major. Enjoys tennis, mysteries, and fast cars. Looking for a smart guy with similar interests.

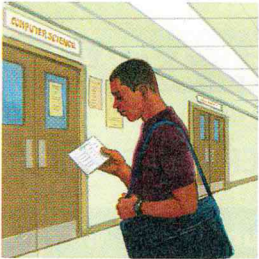
**personal ads**



**spy movies**



**chemistry professor**



**computer science major**

C | Vocabulary Complete the sentences. Write the correct vocabulary words.

1. Do you think online personal ads are a good way to meet someone?
2. She's a \_\_\_\_\_. She wants to write computer programs after college.
3. We always have fun when we're with him. He's a \_\_\_\_\_.
4. My grandfather likes \_\_\_\_\_, especially the James Bond series.
5. After class, I can ask my \_\_\_\_\_ about that chemistry problem.
6. She's an \_\_\_\_\_. You can see her artwork in the library this month.
7. I always believe him. He's an \_\_\_\_\_.

**D | Comprehension** Match the events with the ads in the opening reading.

**WEEKEND EVENTS**

**West Park**

- 3 9 A.M. Walk in the park with Dr. John Brook. Learn about the interesting plants, animals, and birds in West Park.
- \_\_\_ 8 P.M.—Jazz concert—The King Trio

**Cineplex**

- \_\_\_ 6 P.M.—*The Spy from Alaska*
- \_\_\_ 8 P.M.—*Who Killed Sammy Singer?*

**Art Museum**

- \_\_\_ The Art of Jackson Pollack

**Trip to Westville Falls in Montana**

- \_\_\_ Take a trip to the beautiful waterfall. Sign up today.

**STEP 2 GRAMMAR PRESENTATION**

**DESCRIPTIVE ADJECTIVES**

Subject	Be	Adjective	Subject	Be	Adjective	Noun
This woman	is	artistic.	She	is	artistic	woman.
These women	are		They	are		women.

**NOUN MODIFIERS**

		Noun	Noun
We saw	a	spy	film.
	two		films.

**DESCRIPTIVE ADJECTIVE + NOUN MODIFIER**

		Adjective	Noun	Noun
He's	a	young	computer	scientist.
She's	an	excellent	tennis	player.

**GRAMMAR NOTES**

1	Adjectives can <b>modify (describe) nouns</b> . They give more information about a noun.  Nouns can also <b>modify nouns</b> .	<p style="text-align: center;">ADJECTIVE    NOUN</p> <ul style="list-style-type: none"> <li>• I like <b>romantic</b> music.</li> </ul> <p style="text-align: center;">NOUN    NOUN</p> <ul style="list-style-type: none"> <li>• He's a <b>tennis</b> player.</li> </ul>
2	Adjectives can come <b>after the verb <i>be</i></b> or <b>before a noun</b> .	<ul style="list-style-type: none"> <li>• She is <b>artistic</b>.</li> <li>• She's an <b>artistic</b> woman.</li> </ul>
3	<b>BE CAREFUL!</b> Adjectives can end in <b><i>-ing, -ly,</i></b> and <b><i>-ed</i></b> .	<ul style="list-style-type: none"> <li>• She's an <b>interesting</b> woman.</li> <li>• She's <b>lively</b> and <b>friendly</b>.</li> <li>• She's never <b>bored</b>.</li> </ul>
4	Some adjectives contain <b>two or more words</b> .	<ul style="list-style-type: none"> <li>• She's <b>fun-loving</b>.</li> </ul>
5	<b>Do not add -s</b> to an adjective or a noun modifier.	<ul style="list-style-type: none"> <li>• He's looking for a <b>fast</b> car.</li> <li>• He likes <b>fast</b> cars.</li> <li>• He wants a <b>leather</b> jacket.</li> <li>• He likes <b>leather</b> jackets.</li> </ul> <p>Not: He likes <del>fasts</del> cars. He likes <del>leathers</del> jackets.</p>
6	Before a singular count noun: Use <b><i>a</i></b> before a modifier that begins with a <b>consonant sound</b> . Use <b><i>an</i></b> before a modifier that begins with a <b>vowel sound</b> .	<ul style="list-style-type: none"> <li>• She's <b>a young</b> woman.</li> <li>• It's <b>a travel</b> magazine.</li> <li>• She's <b>an artistic</b> woman.</li> <li>• It's <b>an art</b> school.</li> </ul>
7	When both an <b>adjective</b> and a <b>noun modify a noun</b> , the <b>adjective</b> comes <b>first</b> .	<ul style="list-style-type: none"> <li>• I have a <b>new leather</b> jacket.</li> <li>• He's a <b>good tennis</b> player.</li> </ul>

## STEP 3 FOCUSED PRACTICE

### EXERCISE 1: Discover the Grammar

Underline the adjective modifiers. Circle the noun modifiers. Then match the sentence beginnings and endings.

- |  |                   |
|--|-------------------|
| <u>c</u> 1. He's a <u>biology</u>                      | a. walks.         |
| ___ 2. He likes to take <u>long</u>                    | b. interests.     |
| ___ 3. We are listening to a jazz                      | <u>c</u> . major. |
| ___ 4. They like the same things.<br>They have similar | d. books.         |
| ___ 5. He likes to read grammar                        | e. shop.          |
| ___ 6. Let's meet in front of the gift                 | f. band.          |
| ___ 7. She's a famous movie                            | g. salad.         |
| ___ 8. My favorite dish is chicken                     | h. shirts.        |
| ___ 9. They both like spy                              | i. star.          |
| ___ 10. He always wears cotton                         | j. movies.        |

### EXERCISE 2: Modifiers

Complete the conversation. Put the words in the correct order.

A: How does he dress?

B: He usually wears an old leather jacket,  
1. (old / jacket / leather)  
\_\_\_\_\_, and \_\_\_\_\_  
2. (cotton / black / T-shirts) 3. (jeans / baggy)

A: What does he drive?

B: He drives a \_\_\_\_\_  
4. (sports / black / car)

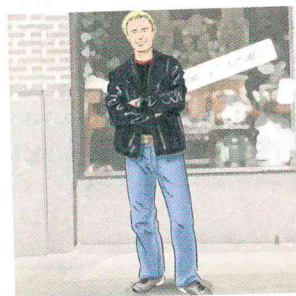
A: Where does he live?

B: He lives in a \_\_\_\_\_  
5. (house / brick / small)  
with a \_\_\_\_\_  
6. (garden / beautiful / rock)  
in front.

A: What does he like?

B: \_\_\_\_\_  
7. (spy / old / movies)

(Grammar Notes 1-6)



### EXERCISE 3: Modifiers

(Grammar Notes 1-6)

Complete the conversation. Write the correct words from the box.

blue	<del>coffee</del>	delicious	juice	nice	pancakes	shop
blueberry	computer science	hungry	major	orange	polite	

JUDY: So, Elena, How was your date?

ELENA: OK. We met at 11:00 in front of the coffee 1. \_\_\_\_\_. I  
had \_\_\_\_\_ 2. \_\_\_\_\_. They were \_\_\_\_\_ 3. \_\_\_\_\_. He  
just drank a glass of \_\_\_\_\_ 4. \_\_\_\_\_. I guess he wasn't  
\_\_\_\_\_ 5. \_\_\_\_\_  
\_\_\_\_\_ 6. \_\_\_\_\_ 7. \_\_\_\_\_  
\_\_\_\_\_ 8. \_\_\_\_\_

JUDY: What did you talk about?

ELENA: School mostly. He's a \_\_\_\_\_ 9. \_\_\_\_\_. He plans to teach. He  
wants to be a professor. \_\_\_\_\_ 10. \_\_\_\_\_

JUDY: What did he wear?

ELENA: He wore a light \_\_\_\_\_ 11. \_\_\_\_\_ shirt and jeans.

JUDY: Are you going to go out again?

ELENA: I don't know. He was \_\_\_\_\_ 12. \_\_\_\_\_ and \_\_\_\_\_ 13. \_\_\_\_\_ but nothing more.

### EXERCISE 4: Editing

There are six mistakes in the letter to advice columnist Dahlia. The first mistake is already corrected. Find and correct five more mistakes.

Dear Dahlia,

My boyfriend, Joe, is wonderful. He's a kind, honest, and intelligent. He has an job good and a heart kind. There's only one problem. He doesn't like to spend money. We always watch TV at his house, and he doesn't even have TV cable. Sometimes we go to frees concerts and picnics. I have fun with Joe, but I want to do differents things. Do you have any suggestions?

Sincerely,

Rosa

## STEP 4 COMMUNICATION PRACTICE

### EXERCISE 5: Listening

- A** | Listen to the conversation between Ken and his friend Brian. Circle the correct letter to complete the sentence.

Mia and Ken are in the same \_\_\_\_\_.

a. history class

b. music class



- B** | Listen again. Find Brian's friend Mia. Draw a circle around Mia.

### EXERCISE 6: Pronunciation

- A** | Read and listen to the Pronunciation Note.

#### Pronunciation Note

And is usually a weak word. It sounds like 'n'. Join *and* to the word before it.

- B** | Listen to the sentences and repeat.

1. He's kind and honest.
2. She's young and fun-loving.
3. They're rich and famous.
4. He enjoys math and computer science.

- C** | PAIRS: Tell your partner the following information. Use "and" in your statements.

- two school subjects you like
- two colors you like
- two kinds of movies you like
- two kinds of music you like

EXAMPLES: I like history and geography.  
I like blue and green.

### EXERCISE 7: Describe People

- A** | Match the words and their opposites. Use your dictionary if you need to.

- |                      |                        |
|----------------------|------------------------|
| <u>b</u> 1. friendly | a. stingy              |
| ___ 2. kind          | <u>b</u> b. unfriendly |
| ___ 3. generous      | c. serious             |
| ___ 4. honest        | d. dishonest           |
| ___ 5. fun-loving    | e. cold                |
| ___ 6. warm          | f. mean                |

- B** | Use adjectives to describe six people. For example, describe your neighbor, sister or brother, cousin, aunt or uncle, a friend, boss, or doctor. Write six sentences. Begin three sentences with **I have a / an** \_\_\_\_\_. Begin three sentences with **My** \_\_\_\_\_ **is** \_\_\_\_\_.

EXAMPLES: I have a generous uncle.  
My doctor is serious and kind.

- C** | GROUPS: Read your sentences to the group.

### EXERCISE 8: Describe Things

- A** | Do you know the words? If not, look them up in your dictionary.

brick cotton denim glass leather nylon paper wool

- B** | PAIRS: Look around your classroom. Describe 10 things by their material or fabric.

EXAMPLES: a leather belt, a nylon jacket

- C** | Add an adjective to each item in Part B.

EXAMPLES: an interesting leather belt, a colorful nylon jacket

- D** | Write five sentences using the items in Part B.

EXAMPLE: Won Il is wearing an interesting leather belt.

### EXERCISE 9: Writing

A | Write an answer to one of the personal ads on page 268. Use adjectives and noun modifiers. Post your answer on the wall. Read your classmates' answers.

EXAMPLE:

Dear Am I for You,

I think you are for me. I'm easygoing, and I love jazz bands and walks on the beach.

I'm an artist. I love to read and write and talk. I'm 26 years old. There's one other thing. I love cats. I have six cats. Is that OK? Please email me at catlovers@qol.com.

Sincerely,  
You're for Me



B | Check your work. Use the Editing Checklist.

#### Editing Checklist

Did you use . . . ?

- adjectives and noun modifiers correctly
- correct spelling

## UNIT 28 Review

Check your answers on page UR-4.  
Do you need to review anything?

### EXERCISE A

Complete the sentences. Write the correct words from the box.

artistic    fun-loving    honest    personal    spy

1. She used a \_\_\_\_\_ ad to find a new friend.
2. I love \_\_\_\_\_ movies with James Bond.
3. My brother is \_\_\_\_\_; he paints beautiful pictures.
4. Roberto loves parties; he's a \_\_\_\_\_ guy.
5. Mei-ling is very \_\_\_\_\_ and never tells lies.

### EXERCISE B

Complete the sentences. Put the words in parentheses in the correct order.

1. Do you have \_\_\_\_\_?  
(running / new / shoes)
2. Those are \_\_\_\_\_!  
(sandwiches / chicken / big)
3. That's \_\_\_\_\_.  
(expensive / suit / an / wool)
4. Dino's is \_\_\_\_\_.  
(a / restaurant / pizza / popular)
5. They live in \_\_\_\_\_.  
(apartment / building / a / brick)

### EXERCISE C

Correct the personal ad. There are five mistakes.

I'm an smart, lively, 35-year-old woman. I like to cook, and I enjoy longs walks on the beach. I'm not a tennis great player, but I love to play tennis! I'm looking for a educated, man sensitive. Do you have similar interests? Let's get together!



## STEP 1 GRAMMAR IN CONTEXT

## Before You Read

PAIRS: Write the names of two types of music. Which is better for listening? Which is better for dancing? Then report to the class.

EXAMPLE: I think rock is better for listening. . . .

## Read

Read the conversation.

KEN: So when's the party?

LAURA: Saturday night about 8:00.

MARTY: How many people are coming? Did you send invitations?

LAURA: Yeah. I've got 15 on the list.

MARTY: What about music? I can bring my rap and heavy metal CDs.

KEN: Get real! We want to dance, right? Rap is bad for dancing, and heavy metal is **worse**. Any other kind of pop music is **better** for dancing.

MI YOUNG: Let's have hip-hop then.

LAURA: OK. My **older** brother has a lot of hip-hop CDs. Now, what about food and snacks?

KEN: How about steak? We can barbecue some steak. And chips are fine for a snack.

MI YOUNG: Let's get pizza. It's **easier** and **quicker than** steak. And it's **cheaper**.

LAURA: OK. What about desserts and beverages?

MI YOUNG: We've got ice cream, and we've got soda and juice.

KEN: What about entertainment? Besides dancing, I mean.

MARTY: How about watching some DVDs?

LAURA: Well . . . I'm tired of them. Games are **more interesting** than DVDs, at a party.

KEN: Hey, I know a really funny new game. It's called, "Who's **faster**? Who's **smarter**? Who's **funnier**?" We can play that.



## After You Read

A | Practice GROUPS OF FOUR: Practice the opening conversation.

B | Vocabulary Listen and repeat the words. Write new words in a notebook.

## VOCABULARY



a list



an invitation



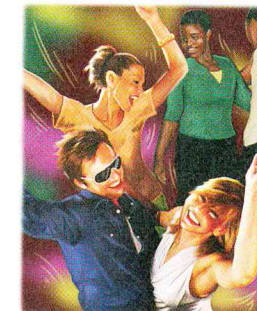
entertainment



a game



snacks



pop music



beverages



desserts

C | Vocabulary Complete the sentences. Use the correct forms of the vocabulary words.

- Rock, rap, hip-hop, and heavy metal are all types of pop music.
- When you are planning a party, you usually make \_\_\_\_\_ of the people you want to invite.
- Sometimes you send people \_\_\_\_\_ to the party.
- \_\_\_\_\_ are foods, usually sweet, that people eat after a meal.
- We usually play that \_\_\_\_\_ when we get together.
- Things to drink are called \_\_\_\_\_.
- Games, movies, and dancing are all types of \_\_\_\_\_.
- \_\_\_\_\_ are foods that people eat between meals or at parties.

**D | Comprehension** Look again at the opening conversation and complete the sentences.

1. Mi Young thinks hip-hop is better for dancing.
2. \_\_\_\_\_ is quicker to prepare than steak.
3. \_\_\_\_\_ is more expensive than pizza.
4. Ken says \_\_\_\_\_ is worse than rap for dancing.
5. Laura thinks that, at a party, \_\_\_\_\_ are more interesting than DVDs.

## STEP 2 GRAMMAR PRESENTATION

### COMPARATIVE ADJECTIVES

Comparative Adjectives with -er				
		Comparative Adjective	than	
The train	is	quicker	than	the bus.
The bus	is	cheaper.		

Comparative Adjectives with more				
		Comparative Adjective	than	
Movies	are	more interesting	than	television.
They	're	more expensive		too.

### GRAMMAR NOTES

<b>1</b>	Use the comparative form of an adjective + <b>than</b> to compare <b>two</b> people, places, or things.  We <b>can omit than</b> when the context is clear.	<ul style="list-style-type: none"> <li>• Ken is <b>taller than</b> Laura.</li> <li>• Pizza is <b>quicker than</b> steak.</li> <li>• It's <b>cheaper.</b> (cheaper than steak)</li> </ul>
<b>2</b>	To form the comparative of <b>short (one-syllable)</b> adjectives, <b>add -er</b> to the adjective. If the adjective <b>ends in -e</b> , just add <b>-r</b> .	<p style="text-align: center; color: #0070C0; font-size: small;">YOUNG → YOUNGER</p> <ul style="list-style-type: none"> <li>• Laura is <b>younger than</b> Ken.</li> </ul> <p style="text-align: center; color: #0070C0; font-size: small;">LARGE → LARGER</p> <ul style="list-style-type: none"> <li>• New York is <b>larger than</b> Chicago.</li> </ul>
<b>3</b>	To form the comparative of <b>two-syllable</b> adjectives that <b>end in -y</b> , change the <b>y</b> to <b>i</b> and add <b>-er</b> .	<p style="text-align: center; color: #0070C0; font-size: small;">EASY → EASIER</p> <ul style="list-style-type: none"> <li>• Pizza is <b>easier than</b> steak.</li> </ul>

**4**

To form the comparative of most adjectives of **two or more syllables**, use **more** before the adjective.

CROWDED → MORE CROWDED

- New York is **more crowded than** Chicago.
- INTERESTING → MORE INTERESTING
- This book is **more interesting than** that one.

**5**

The adjectives **good** and **bad** have **irregular** comparative forms.

GOOD → BETTER

- Rock is **better than** metal for dancing.

BAD → WORSE

- Rap is **worse than** metal for dancing.

**6**

Use **which** to ask about a comparison of things or places.

- A: Which is better**, rock or rap?  
**B: I think rock is better (than rap).**

Use **who** to ask about people.

- A: Who's older**, you or your cousin?  
**B: I am. I'm 25, and he's 23.**

## STEP 3 FOCUSED PRACTICE

### EXERCISE 1: Discover the Grammar

**A |** Look at the opening conversation. Write the adjectives in bold in the correct category.

Short Adjectives	Adjectives That End in -y	Long Adjectives	Irregular Adjective Forms
			worse

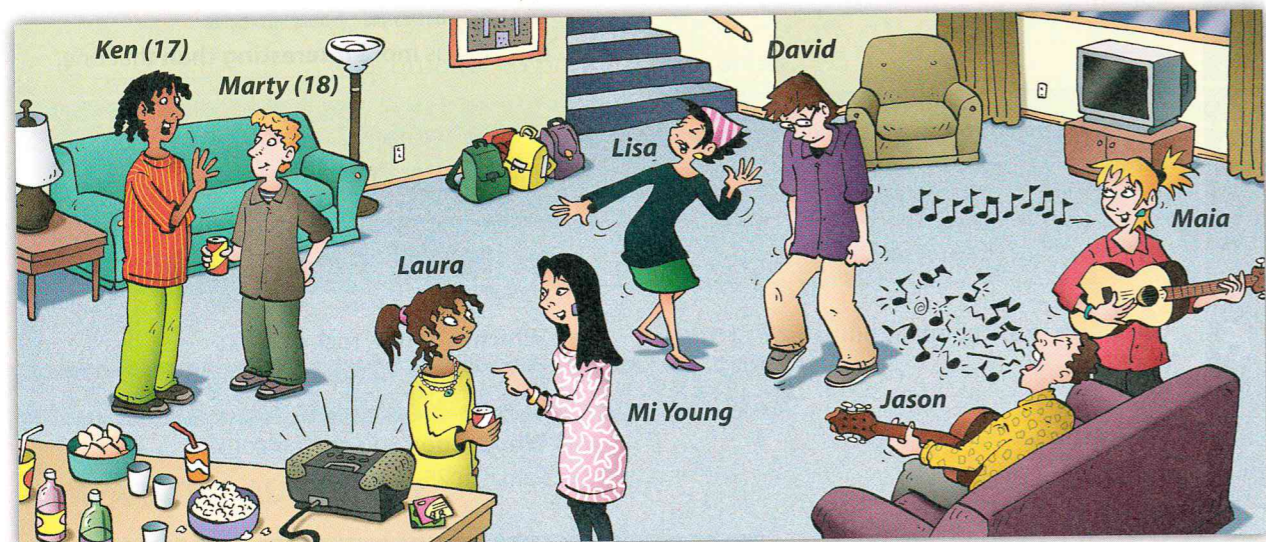
**B |** Match the sentence beginnings and endings.

- |  |  |
|--|--|
| 1. Nuts are a healthier snack <u>f</u>   | a. the movies than at the supermarket. |
| 2. My shopping list is longer _____      | b. than pie.                           |
| 3. Beverages are more expensive at _____ | c. than yours.                         |
| 4. Level 1 is easier _____               | d. than the weather on Tuesday.        |
| 5. For dessert, fruit is better _____    | e. than level 2.                       |
| 6. The weather on Friday was worse _____ | <u>f.</u> than candy.                  |

**EXERCISE 2: Comparative Adjectives**

(Grammar Notes 1-5)

Look at the picture. Compare the people. Use the words in parentheses.



1. (Marty / Ken / tall) Ken is taller than Marty.
2. (Marty / Ken / old) \_\_\_\_\_
3. (Marty's clothes / Ken's clothes / colorful) \_\_\_\_\_
4. (Mi Young / Laura / short) \_\_\_\_\_
5. (Mi Young's hair / Laura's hair / dark) \_\_\_\_\_
6. (Lisa / David / good) \_\_\_\_\_ at dancing.
7. (Jason / Maia / bad) \_\_\_\_\_ at singing.

**EXERCISE 3: Comparative Adjectives**

(Grammar Notes 1-6)

Put the words in the correct order. Make conversations.

1. **A:** worse, / cafeteria food / is / Which / restaurant food / or  
Which is worse, cafeteria food or restaurant food \_\_\_\_\_?
- B:** is / worse / cafeteria food / think / I  
 \_\_\_\_\_
2. **A:** father / you / taller / Are / your / than  
 \_\_\_\_\_?
- B:** heavier / he's / but / Yes,  
 \_\_\_\_\_

3. **A:** fun / than DVDs / Are / more / games  
 \_\_\_\_\_?

**B:** fun / Yes, games / more / than DVDs / are  
 \_\_\_\_\_

4. **A:** for a party, / better / is / Which / pop music or jazz  
 \_\_\_\_\_?

**B:** think / pop music / better / I / is  
 \_\_\_\_\_

**EXERCISE 4: Editing**

There are seven mistakes in the composition. The first mistake is already corrected. Find and correct six more mistakes.

	Ben Olson
	<b>Dogs Rule</b>
	In my opinion, a dog is a <sup>better</sup> <del>gooder</del> pet than a cat. I know because
	we have a dog and a cat at home. Here are my reasons. First, a dog is
	friendly than a cat. My dog is more happy to see me when I come home.
	My cat just doesn't care. Second, a dog is activer. I always take my
	dog for a walk. I can't do that with my cat. She only wants to sleep.
	Third, a dog is interesting than a cat. My dog is playfuler than my cat.
	He knows a lot of tricks. My cat doesn't know any tricks at all. She's
	boring. Last, a dog is more protectiver than a cat. My dog barks if
	anyone comes to the house. The cat just runs and hides. I think dogs
	rule.

## STEP 4 COMMUNICATION PRACTICE

### EXERCISE 5: Listening

**A** | Listen to Ken's conversation with his grandmother. What two new subjects is Ken taking this semester?

**B** | Read the statements. Listen again. Check (✓) T (True), F (False), or NI (No Information).

- |   | T                        | F                                   | NI                       |
|---|--------------------------|-------------------------------------|--------------------------|
| 1. Ken's classes are easier than they were last semester.             | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. Ken is taking a Spanish class this semester.                       | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 3. Ken is better at music than he is at art.                          | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 4. The music teacher is harder than the art teacher.                  | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 5. The art teacher's tests are easier than the music teacher's tests. | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 6. The art teacher gives lower grades than the music teacher.         | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 7. Ken's grandmother thinks he should take the music class.           | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 8. Ken's grandmother is making raspberry cheesecake.                  | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |

### EXERCISE 6: Pronunciation

**A** | Read and listen to the Pronunciation Note.

#### Pronunciation Note

There are two "th" sounds in English: the voiced sound /ð/ and the voiceless sound /θ/. Voiced means that the vocal cords make a vibration. Voiceless means that the vocal cords do not make a vibration. The "th" sound in **this, that, these,** and **those** is voiced. The "th" sound in **think, tooth,** and **thing** is voiceless.

**B** | Listen and repeat the sentences. Circle the voiced "th" sounds you hear. Underline the voiceless "th" sounds.

- I think this path is longer than that one.
- The weather is better this month than last month.
- The exercise on page thirty-two is easier than the exercise on page thirty-one.
- Beth is thinner than my mother.
- Their brothers are older than our brothers.
- Let's go to another movie that's more interesting.
- They're luckier than we are.
- Kathy's toothache is getting worse, and it's bothering her a lot.

**C** | PAIRS: Practice the sentences.

### EXERCISE 7: Compare People and Things

**A** | GROUPS OF FOUR: On the chart, write two examples of each topic. Then write the question for that topic. Use the comparative of the adjective given.

EXAMPLE: algebra, psychology  
Which is harder, algebra or psychology?

Topic / Adjective	Example 1	Number	Example 2	Number
School subject / hard	algebra		psychology	
Actor / funny				
Music / good for dancing				
Activities / interesting				

**B** | GROUPS OF FOUR: Take turns asking and answering until everyone has given an opinion on the topic.

EXAMPLE: **A:** Which is harder, algebra or psychology?  
**B:** I think algebra is harder.

**C** | GROUPS OF FOUR: Record the numbers for each opinion. Report your answers to the class.

EXAMPLE: Three people in our group think algebra is harder than psychology, but one person thinks psychology is harder.

## EXERCISE 8: Writing

**A** | Write a paragraph (6 to 10 sentences) that compares two people. Use comparative adjectives in your paragraph.

**EXAMPLE:** I have two good friends, Tomás and Luís. I like them both very much, but they're very different. Tomás is serious—a lot more serious than Luís. Luís is funnier than Tomás . . .

**B** | Check your work. Use the Editing Checklist.

### Editing Checklist

Did you use . . . ?

- comparative adjectives correctly
- correct spelling

# UNIT 29 Review

Check your answers on page UR-4.

Do you need to review anything?

## EXERCISE A

Complete the sentences. Use the comparative forms of the words in parentheses.

1. Trains are \_\_\_\_\_ (fast) than buses.
2. Planes are \_\_\_\_\_ (expensive) than trains.
3. Apples are \_\_\_\_\_ (healthy) than donuts.
4. The book was \_\_\_\_\_ (good) than the movie.
5. My math grades are \_\_\_\_\_ (bad) than my science grades.

## EXERCISE B

On a separate sheet of paper, put the words in the correct order. Make conversations.

1. **A:** Is Miami / hotter / than / Los Angeles  
**B:** is / hotter / Miami / think / I
2. **A:** than / Are amusement parks / interesting / more / museums  
**B:** amusement parks / I / are / interesting / think / more
3. **A:** sister / older / your / you / Are / than  
**B:** taller / she's / but / Yes,

## EXERCISE C

Correct the description. There are four mistakes.

I met two interesting men through personal ads—Ken and John. Ken is smarter and funny than John. But John is more richer and more handsome. Ken is more nice, so I think Ken is much good.


## STEP 1 GRAMMAR IN CONTEXT

## Before You Read

**GROUPS OF FOUR:** Ask each other, "Where do you expect to be on the weekend? Where do you want to be in 2015?" Then report to the class.

**EXAMPLE:** I expect to be in Mexico City on the weekend.  
I want to be in college in 2015.

## Read

 Read the conversations.

**TIM:** Tim Olson.

**FELIX:** Hello, Tim! This is Felix Maxa. Do you remember me? We met **in June** on the train to Seattle.

**TIM:** Felix! Of course! It's great to hear from you. How are you doing?

**FELIX:** Wonderful. Say, I called to invite you and your wife to our house for a barbecue.

**TIM:** That sounds like fun. We'd really like that. When is it?

**FELIX:** **On Saturday**, the 20th, **in the afternoon**.

**TIM:** I think we're free. But I need to check with Jessica. Can I call you back?

**FELIX:** Sure.

(LATER — phone rings)

**FELIX:** Hello?

**TIM:** Hi, Felix. This is Tim. We're free **on the 20th**. We can come to the barbecue.

**FELIX:** Great!

**TIM:** What's the address?

**FELIX:** We're at 819 40th Avenue. From 45th, turn left on Stone Way and then right on 40th. It's the third house on the right, a light blue two-story.

**TIM:** OK. What time?

**FELIX:** We're going to eat about 2:00. Why don't you come **at 1:00**? We can talk for a while.



**TIM:** Great. Can we bring anything?

**FELIX:** Maybe your sneakers. We're going to play volleyball.

**TIM:** OK. Thanks a lot. I'm looking forward to it. See you **on Saturday at 1:00**. Bye.

**FELIX:** Good-bye.

## After You Read

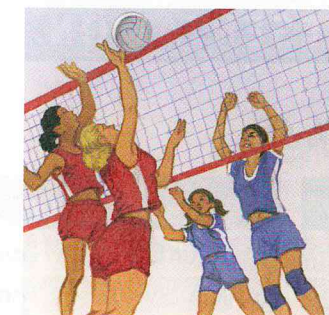
**A | Practice PAIRS:** Practice the opening conversations.

**B | Vocabulary** Listen and repeat the words. Write new words in a notebook.

## VOCABULARY



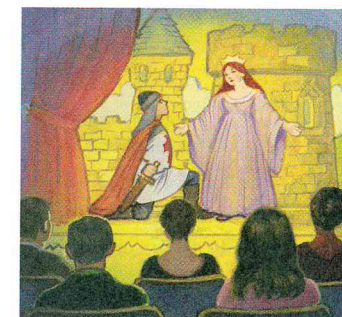
have a barbecue



play volleyball



go shopping



go to a play



a two-story house

**be free** = to have open time without anything planned

**of course** = certainly, naturally

**look forward to** = to expect to enjoy something

**C | Vocabulary GROUPS:** Look at the vocabulary again. What activity do you like the most? What activity do you like the least? Tell the group.

**D | Comprehension** Look again at the opening conversations. Write T (True) or F (False). Correct the false statements.

- F 1. Tim met Felix on a <sup>train</sup> plane.
- \_\_\_ 2. They met in June.
- \_\_\_ 3. The barbecue is on Saturday evening.
- \_\_\_ 4. Felix and his wife live on 50th Avenue.
- \_\_\_ 5. They live in a house with two floors.
- \_\_\_ 6. They're going to eat at 2:00.
- \_\_\_ 7. They're going to play baseball at the barbecue.

## STEP 2 GRAMMAR PRESENTATION

### PREPOSITIONS OF TIME: IN, ON, AT

In		On		At
in 2012	in the afternoon	on Saturday	on holidays	at 2:30 P.M.
in January	in the evening	on January 20	on weekdays	at dinnertime
in the morning		on weekends	on the 10th	at night

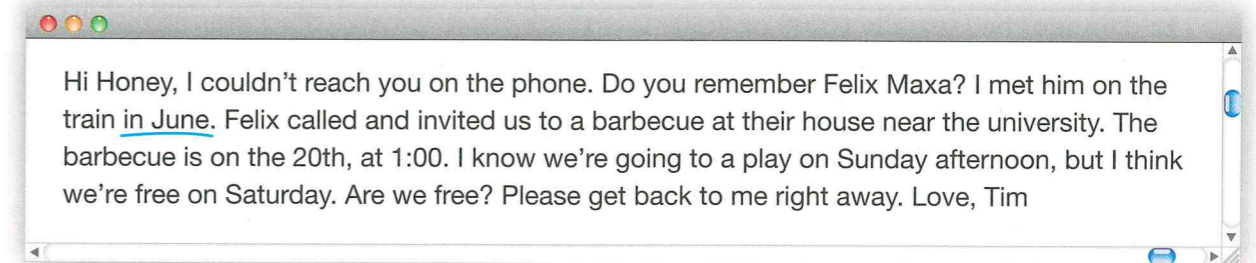
### GRAMMAR NOTES

<b>1</b>	Use <b>in</b> with <b>years, months,</b> and <b>parts of the day,</b> and in expressions like <b>in a few minutes.</b>  <b>BE CAREFUL!</b> Don't use <i>in the</i> with <b>night.</b> Use <b>at.</b>	<ul style="list-style-type: none"> <li>I was born <b>in 1988.</b></li> <li>We were in Japan <b>in August.</b></li> <li>The barbecue is <b>in the afternoon.</b></li> <li>Can I call you back <b>in a few minutes?</b></li> </ul>
<b>2</b>	Use <b>on</b> with <b>days of the week</b> and <b>dates,</b> and in expressions like <b>on weekdays, on weekends,</b> and <b>on weeknights.</b>	<ul style="list-style-type: none"> <li>The barbecue is <b>on Saturday.</b></li> <li>It's <b>on January 21.</b></li> <li>I often go to the movies <b>on weekends.</b></li> </ul>
<b>3</b>	Use <b>at</b> with <b>times</b> and in expressions such as <b>at night</b> and <b>at dinnertime.</b>	<ul style="list-style-type: none"> <li>The party starts <b>at 7:00 at night.</b></li> <li>We always have good conversations <b>at dinnertime.</b></li> </ul>

## STEP 3 FOCUSED PRACTICE

### EXERCISE 1: Discover the Grammar

Read Tim's email to Jessica. Find and underline all time expressions with **in, on, and at.**



### EXERCISE 2: In, On, and At

(Grammar Notes 1-3)

Complete the conversation with **in, on, or at.**

**TIM:** This is a nice big meal. Is lunch the biggest meal in Romania?

**FELIX:** Yes, it is. We don't eat much for dinner.

**JESSICA:** Are mealtimes the same as here? Do you eat lunch at 1. noon like we do?

**DANIELA:** No, we usually have lunch later 2. the afternoon—3. 2:00 or 2:30.

**TIM:** What about breakfast? I usually have breakfast 4. 6:45 or 7:00. Is it similar in Romania?

**FELIX:** Well, we usually have breakfast a bit later 5. 7:30 or so.

**JESSICA:** So it's a long time between breakfast and lunch. You must get hungry.

**DANIELA:** Well, people usually have a snack, like a sandwich, 6. the late morning—7. 11:30 or so.

**FELIX:** It's different 8. weekends, of course. We get up later.

**TIM:** I'd like to visit Romania sometime.

**DANIELA:** Well, Felix and I are going back to Romania 9. a few weeks—on separate flights, unfortunately. But we'll send you a postcard.



### EXERCISE 3: In, On, and At

(Grammar Notes 1-3)

Write questions and answers. Add necessary words.

1. A: What time / be / dinner

What time is dinner \_\_\_\_\_?

B: Dinner / be / usually / 7:00 or 7:30

\_\_\_\_\_.

2. A: What time / people / start work / morning

\_\_\_\_\_?

B: People / usually / start work / 8:00

\_\_\_\_\_.

3. A: What / people / do / evening

\_\_\_\_\_?

B: They / often / watch TV / evening

\_\_\_\_\_.

4. A: What / people / do / weekends

\_\_\_\_\_?

B: They / often / go shopping / weekends

\_\_\_\_\_.

### EXERCISE 4: Editing

There are eight mistakes in the statements. The first mistake is already corrected. Find and correct seven more mistakes.

- Daniela is leaving Seattle <sup>on</sup> ~~in~~ Monday, January 25, on 12:00 noon.
- Her flight arrives in Chicago at 6:00 at the evening.
- Her flight to London leaves at 7:30 in night.
- Flight 774 arrives in London in 11:30 in the morning.
- Her flight to Bucharest leaves in 2:00 P.M. in January 26.
- It arrives in Bucharest at 6:05 at the evening.

## STEP 4 COMMUNICATION PRACTICE

### EXERCISE 5: Listening

A | Listen to the telephone conversation. Where is Felix going on his trip?

B | Listen again. Complete the chart. Use in, on, or at.

Day, month, and date Felix leaves Seattle	Time first flight leaves Seattle	Time second flight leaves Seattle	Day, month, and date Felix returns to Seattle
on Thursday, January 30th			

### EXERCISE 6: Pronunciation

A | Read and listen to the Pronunciation Note.

#### Pronunciation Note

Two important vowels in English are /æ/, as in the word *hat*, and /ɑ/, as in the word *hot*.

EXAMPLES: How do you spell "pat"? /æ/  
How do you spell "pot"? /ɑ/

B | Listen to the sentences. Circle the /æ/ sounds. Underline the /ɑ/ sounds.

- Saturday, October 30th, is Stan's birthday.
- Bob has a snack every morning at eleven o'clock.
- Nancy usually has a sandwich in the early afternoon.
- The party starts at 6:30 and will be at Robert's house.
- John and I plan to watch the play after we go shopping.
- Alice can't be here at 6:00, but Margaret can.

C | PAIRS: Practice the sentences. Make the /æ/ and /ɑ/ sounds different from each other.



## EXERCISE 7: Ask and Answer

GROUPS OF FOUR: Ask questions. Complete the chart. Then tell the other groups one thing you learned.

EXAMPLE: A: What do you never do on Sundays?  
B: I never study on Sundays.

	You	Student 1	Student 2	Student 3
never / on Sundays				
rarely / in July				
usually / on weekdays				
almost never / in the evening				
almost always / at night				

## EXERCISE 8: Writing

A | Write a short letter (6 to 10 sentences) describing a party. Say what type of party it was, where it was, and when it was. Use **in**, **on**, and **at** in your letter.

EXAMPLE: Dear Mom and Dad,  
I had a great birthday party on Saturday, August 17, in the evening. The party started at 6:00. We played volleyball for an hour. At 7:00 we ate pizza and all kinds of desserts. I got some really nice presents . . .

B | Check your work. Use the Editing Checklist.

### Editing Checklist

Did you use . . . ?

- in**, **on**, and **at** correctly
- correct spelling

# UNIT 30 Review

Check your answers on page UR-4.

Do you need to review anything?

## EXERCISE A

Complete the sentences with **in**, **on**, or **at**.

- My birthday is \_\_\_\_\_ September.
- What do you usually do \_\_\_\_\_ weekends?
- This class starts \_\_\_\_\_ 9 A.M.
- They usually do their homework \_\_\_\_\_ the evening.
- Our anniversary is \_\_\_\_\_ Friday.

## EXERCISE B

Write questions and answers. Add necessary words.

- A: What / your children / do / afternoon \_\_\_\_\_?

B: They / often / watch TV / afternoon \_\_\_\_\_.
- A: What time / be / breakfast \_\_\_\_\_?

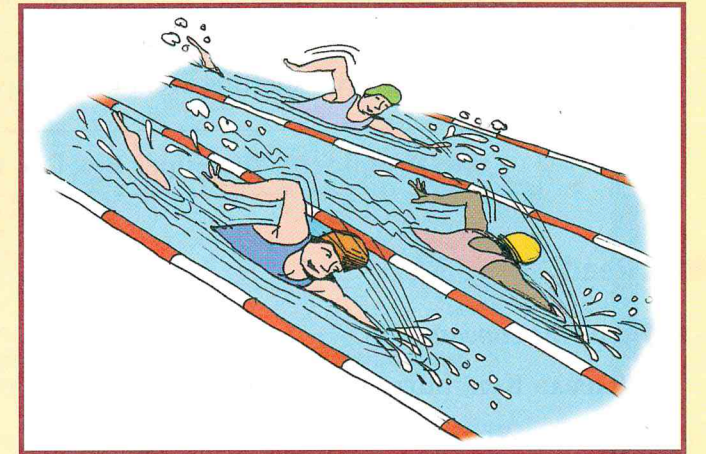
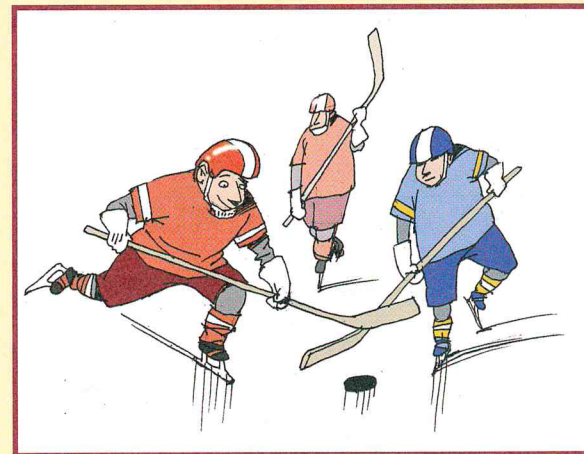
B: Breakfast / be / usually / 8:00 \_\_\_\_\_.
- A: Where / you / go / holidays \_\_\_\_\_?

B: We / usually / go to the beach / holidays \_\_\_\_\_.

## EXERCISE C

Correct the passage. There are four mistakes.

On weekdays, my life is a little boring. I usually leave the house at 6:00 the morning. I start work at 8:00, and I go home at 6 P.M. On dinnertime, I surf the Internet. Then I make phone calls at the evening. I go to bed at 11:00 at the night.

FUTURE WITH *BE GOING TO*

UNIT	GRAMMAR FOCUS	THEME
31	Future with <i>Be going to</i> : Statements	Sporting Events
32	Future with <i>Be going to</i> : Questions	Career Plans and Goals

## STEP 1 GRAMMAR IN CONTEXT

## Before You Read

**GROUPS OF FOUR:** Ask each other, "What is your favorite sporting event?" Are any of your answers the same? Use an example from the box or your own example. Then report to the class.

**EXAMPLE:** My favorite sporting event is the Super Bowl.

the Olympics    the Super Bowl    the World Cup    the World Series

## Read

**Read the conversation.**

**LAURA:** Ken, hurry up! We're going to be late!

**KEN:** What's the hurry? It's just a silly little soccer game!

**LAURA:** It's not silly, and it's not little. Sam's on the team! It's a big game. I think they're going to win.

**KEN:** I know. That's what you told me. Is your brother a good player?

**LAURA:** He's really good.

**KEN:** Do I need an umbrella?

**LAURA:** No. It's not going to rain . . . Come on.

(LATER)

**LAURA:** Can you drive any faster?

**KEN:** I'm already doing the speed limit. But how come you like soccer so much?

**LAURA:** It's a great game. A lot of people can play it. You don't have to be a giant.

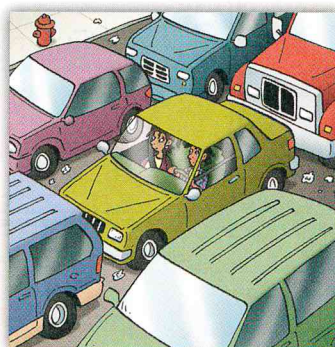
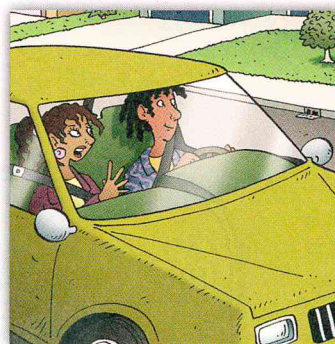
**KEN:** But is it a real sport? Take baseball or basketball or football. Those are sports.

**LAURA:** Soccer is the most popular sport in the world.

**KEN:** Well, it's not the most popular sport in *my* world.

**LAURA:** Oh, no! A traffic jam! The game's going to start soon.

**KEN:** Laura, chill out! We're going to make it on time.


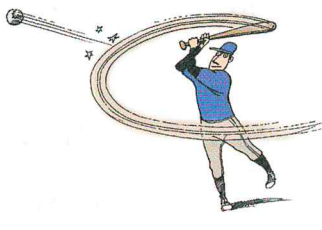





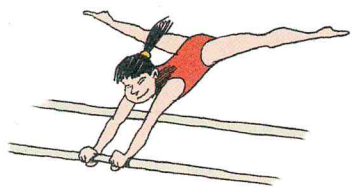
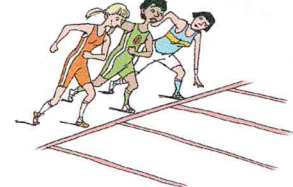


## After You Read

**A | Practice PAIRS:** Practice the opening conversation.

**B | Vocabulary** Listen and repeat the words. Write new words in a notebook.

**VOCABULARY**

		
basketball	baseball	football
		
soccer	hockey	swimming
		
skiing	gymnastics	running

**C | Vocabulary GROUPS:** Look at the vocabulary again. Which sport do you like to watch most? Which sport do you like to watch least? Discuss your answers. Rank them 1 (like least) to 9 (like most).

**D | Comprehension** Look again at the opening conversation. Circle the correct answers to complete the sentences.

- Ken (**knows / doesn't know**) a lot about soccer.
- Laura thinks her brother's team (**is / isn't**) going to win their soccer game.
- According to Laura, her brother (**is / isn't**) a good soccer player.
- Laura thinks it (**is / isn't**) going to rain.
- Ken (**is / isn't**) driving too fast.
- According to Laura, you (**have to be / don't have to be**) big to play soccer well.
- Laura says soccer (**is / isn't**) the most popular sport in the world.
- Laura is afraid they (**are / are not**) going to make it to the soccer game on time.

## STEP 2 GRAMMAR PRESENTATION

### FUTURE WITH BE GOING TO: STATEMENTS

Affirmative Statements		
<i>am going to</i>	<i>is going to</i>	<i>are going to</i>
I <b>am going to have</b> a party next weekend.	He <b>is going to graduate</b> in June. She <b>is going to be</b> an Olympic athlete. It <b>is going to rain</b> today.	We <b>are going to see</b> a movie tonight. You <b>are going to enjoy</b> this party. They <b>are going to bring</b> pizza to the party.

Negative Statements		
<i>am not going to</i>	<i>is not going to</i>	<i>are not going to</i>
I <b>am not going to drive</b> fast. I'm <b>not going to drive</b> fast.	It <b>is not going to rain</b> . It's <b>not going to rain</b> . It <b>isn't going to rain</b> .	We <b>are not going to be</b> late. We're <b>not going to be</b> late. We <b>aren't going to be</b> late.

Future Time Expressions		
<i>this afternoon</i>	<i>tonight</i>	<i>tomorrow</i>
He's going to study <b>this afternoon</b> .	He's going to play soccer <b>tonight</b> .	He's going to visit his parents <b>tomorrow</b> .

## GRAMMAR NOTES

<b>1</b>	We can use <b>be going to</b> to talk about the <b>future</b> .	<ul style="list-style-type: none"> <li>We're <b>going to be</b> late.</li> <li>It's <b>going to rain</b>.</li> </ul>
<b>2</b>	To form the future with <i>be going to</i> , use <b>am, is</b> , or <b>are + going to</b> + the <b>base form</b> of the verb.	<ul style="list-style-type: none"> <li>They <b>are going to win</b>.</li> </ul>
<b>3</b>	To make a <b>negative sentence</b> , place <b>not</b> before <b>going to</b> .	<ul style="list-style-type: none"> <li>They <b>are not going to lose</b>.</li> <li>It <b>is not going to snow</b>.</li> </ul>
<b>4</b>	Use <b>contractions</b> in conversation and informal writing.	<ul style="list-style-type: none"> <li>The game's <b>going to start</b> soon.</li> <li>It <b>isn't going to rain</b>. Don't worry.</li> </ul>

### REFERENCE NOTE

For **yes / no questions** and **wh- questions with be going to**, see Unit 32.

## STEP 3 FOCUSED PRACTICE

### EXERCISE 1: Discover the Grammar

Underline the examples of **be going to + base form** used to make sentences about the future. Then match the questions and answers.

- |  |  |
|--|--|
| <u>e</u> 1. Josh, do I need my heavy coat?                   | a. Yes. Actually, he's going to be in a competition tonight.                 |
| ___ 2. Dad, what are we going to do tonight?                 | b. Probably. They're a great couple.   |
| ___ 3. Mom, where's Dad going?                               | c. Judy's going to graduate.   |
| ___ 4. Do you think Mark and Kathy are going to get married? | d. He and Ben are going to swim for an hour or so at the pool.               |
| ___ 5. What's going to happen next June?                     | e. Yes. <u>It's going to snow</u> . It's a football game, and it's December. |
| ___ 6. Does Jason do gymnastics?                             | f. We're going to go to the hockey game.                                     |

## EXERCISE 2: Be going to

(Grammar Notes 1–2)

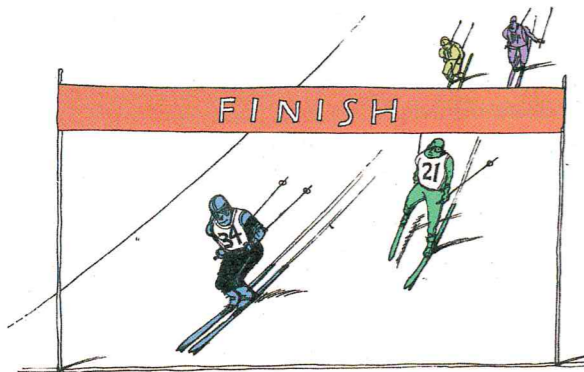
Complete the sentences. Use the correct forms of **be going to** and the verbs in parentheses.

It's Saturday. Annie Olson is on a baseball team. Her team is going to play **1. (play)** this afternoon. The weather is **2. (be)** warm. Everybody in the family is attending **3. (attend)** the game. Ben is inviting **4. (invite)** four friends, and Jeremy is taking **5. (take)** his girlfriend. Tim and Jessica are filming **6. (film)** the game. Mary and Bill Beck are bringing **7. (bring)** their friends. Everyone thinks Annie's team is going to win **8. (win)**—everyone except Annie. She doesn't think she is going to play **9. (play)** very well.

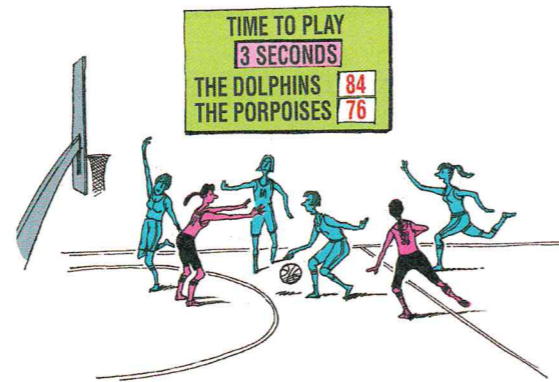
## EXERCISE 3: Be going to

(Grammar Notes 1–3)

Look at the pictures. Complete the sentences. Use the correct forms of **be going to** and the verbs in parentheses. Use the affirmative or negative.



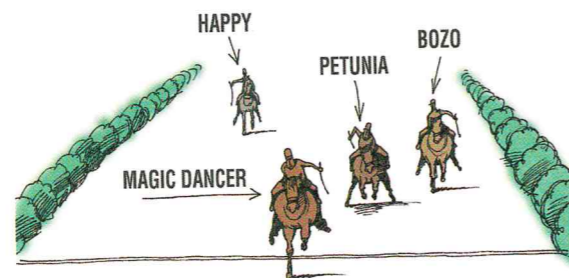
- Skier 34 is going to win **(win)**.
- Skier 21 is finishing **(finish)** second.



- The Porpoises are going to lose **(win)**.
- The Dolphins are going to win **(win)**.



- Runner 81 is going to lose **(lose)**.
- Runner 6 is going to win **(win)**.



- Magic Dancer is going to win **(win)**.
- Petunia is going to finish **(finish)** last.

## EXERCISE 4: Editing

There are six mistakes in the note. The first mistake is already corrected. Find and correct five more mistakes.

Dear Kathy,

I hope you're going <sup>to</sup> be in town Sunday evening. Josh and I are have a little party to watch the big game on TV. We are going have pizza and dessert. We be going to start the meal about 5:00. I think the game are going to start at 6:00. Please come if you can. But can you let us know? We going to be out of town until Tuesday. Call after that, OK?

Amanda

## STEP 4 COMMUNICATION PRACTICE

### EXERCISE 5: Listening



**A** Listen to the conversation. Does Sam's team win or lose their soccer game?

**B** | Read the sentences. Listen to the conversation. Then listen again. Check (✓)  
 T (True), F (False), or NI (No Information).

- |  | T                        | F                                   | NI                       |
|--|--------------------------|-------------------------------------|--------------------------|
| 1. Ken thinks the game is boring.            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. Ken thinks it's going to rain.            | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 3. Laura thinks it's going to rain.          | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 4. The score is 2-1.                         | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 5. Laura thinks Sam's team is going to win.  | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 6. Laura has another brother besides Sam.    | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 7. Sam kicks a goal.                         | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 8. Ken wants to go to another game sometime. | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |

### EXERCISE 6: Pronunciation

**A** | Read and listen to the conversations. Circle **going to** when it is pronounced "gonna." Underline **going to** when it is pronounced "going to."

- A:** I think it's going to rain.

**B:** I don't think so.

**A:** It is going to rain. Believe me!
- A:** My team is going to win the game.

**B:** No, it isn't.

**A:** Yes, it is. It's going to win.
- A:** The traffic is terrible. We're not going to make it on time.

**B:** Don't worry. We're going to make it. We still have 20 minutes.
- A:** I don't think I'm going to pass this course.

**B:** Of course you're going to pass it! Stop worrying.

**B** | PAIRS: Practice the sentences. Use both pronunciations of **going to**.

### EXERCISE 7: Memory Game: I'm Going to Take ...

**GROUPS:** Your group is going to take a trip to the next Olympics. Each person says one thing he or she is going to take on the trip. The next person says what the first speaker is going to take and adds what he or she is going to take. The person who can remember everything is the winner.

**EXAMPLE: Elena:** I'm going to take my binoculars.

**Ahmed:** Elena is going to take her binoculars. I'm going to take my camcorder.

**Anna:** Elena is going to take her binoculars. Ahmed is going to take his camcorder. I'm going to take my camera ...

### EXERCISE 8: Writing

**A** | Write a paragraph (6 to 10 sentences) about something you are going to do in the future. Choose a topic from the box or choose your own topic.

attend a sporting event	join a sports team	run for 30 minutes every day
graduate from high school/college	run a marathon	

**EXAMPLE:** My friend and I are going to attend the next Summer Olympics. We're going to fly there from Chicago. Before the Olympics, we're going to spend a week in Chicago. We're going to visit ...

**B** | Check your work. Use the Editing Checklist.

#### Editing Checklist

Did you use ... ?

**be going to** correctly

correct spelling

Check your answers on page UR-5.  
Do you need to review anything?

**EXERCISE A**

Complete the sentences. Use the correct form of **be going to** and the verbs in parentheses. Use contractions.

- I \_\_\_\_\_ (not, study) this weekend.
- I think the Lakers \_\_\_\_\_ (win).
- It \_\_\_\_\_ (snow) tonight.
- We \_\_\_\_\_ (not, drive) in the snow.
- You \_\_\_\_\_ (love) this restaurant.

**EXERCISE B**

Put the words in the correct order. Make sentences.

- \_\_\_\_\_ (are / going to / They / win)
- \_\_\_\_\_ (We / going to / late / be / are)
- \_\_\_\_\_ (rain / is / not / It / going to)
- \_\_\_\_\_ (going to / soon / game / is / The / start)
- \_\_\_\_\_ (get / there / We / on time / going to / are)

**EXERCISE C**

Correct Kathy's note. There are five mistakes.

Dear Amanda,  
Thanks for your note! I am going be in town Sunday evening. I'd love to come to your party, but some friends and I are going go out for dinner. Their son going to graduate, and is it probably going to be a long evening. I not am going to get to your house by 5:00. Can I come over at around 9:00? Or is that too late?  
Kathy

**STEP 1 GRAMMAR IN CONTEXT**

**Before You Read**


*PAIRS:* Talk about your job goals.

What are you going to do? Where are you going to work? Are you going to help people? Are you going to try to make a lot of money?

Tell the class one of your partner's work goals.

**EXAMPLE:** Julio loves to fly. He's going to be a pilot.

**Read**

 Read the conversation.

**TIM:** How was your day?  
**JESSICA:** Actually, I had an interesting call.  
**TIM:** Oh?  
**JESSICA:** You know Dan Evans, the TV producer?  
**TIM:** Sure I do.  
**JESSICA:** Well, he has an idea for a news program.  
**TIM:** Really?  
**JESSICA:** Uh-huh. It's going to be on national TV, and he wants me to be in it.  
**JEREMY:** Awesome! **Are you going to have** a big part?  
**JESSICA:** As a matter of fact, yes. I'm going to be the star.  
**JEREMY:** That's so cool. **When are you going to begin**?  
**JESSICA:** Not for a while.  
**TIM:** **Are you going to travel** a lot?  
**JESSICA:** I think so.  
**ANNIE:** Don't take it, Mom. I don't want you to travel. I want you to stay home.  
**BEN:** Yeah. You always help me with homework. **Who's going to help** me with my homework? **How are you going to take** me to soccer practice?  
**TIM:** Hey, guys. I'm still going to be here.  
**JESSICA:** Anyway, kids, this is all very new. The show isn't going to air for a long time.




## After You Read

**A | Practice** GROUPS OF FIVE: Practice the opening conversation.

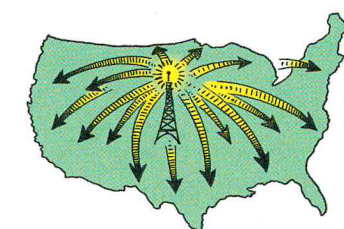
**B | Vocabulary** Listen and repeat the words. Write new words in a notebook.

**VOCABULARY**



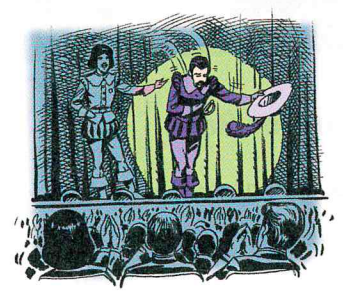
**a producer**

awesome = great



**national TV**

a program = a TV or radio show



**a big part**

the news = information about what is happening

**C | Vocabulary** Complete the sentences. Use the correct vocabulary words.

- Is the news on Channel 2? I want to find out what's happening.
- George Clooney has \_\_\_\_\_ in *Oceans 13*.
- Oprah Winfrey was \_\_\_\_\_ of the movie *Precious*.
- You can only see that TV show here. It's not on \_\_\_\_\_.
- That movie was \_\_\_\_\_. Everyone loved it.
- There's \_\_\_\_\_ on Channel 4 that's interesting. It's called *How to Find a Great Job*.

**D | Comprehension** Look again at the opening conversation. Correct the mistakes.

- Dan Evans is a ~~movie~~ <sup>TV</sup> producer. He has an idea for a new program.
- It's going to start right away.
- The producer wants Jessica to have a small part in it.
- Jeremy is unhappy about Jessica's new job.
- Tim asks, "Are you going to make a lot of money?"
- Ben asks, "How are you going to cook for us?"

## STEP 2 GRAMMAR PRESENTATION

### FUTURE WITH *BE GOING TO*: QUESTIONS

Yes / No Questions	Short Answers	
Am I going to get the job?	Yes, <b>you are</b> .	No, <b>you're not</b> . OR No, <b>you aren't</b> .
Is the program going start soon?	Yes, <b>it is</b> .	No, <b>it's not</b> . OR No, <b>it isn't</b> .
Are we going to move?	Yes, <b>we are</b> .	No, <b>we're not</b> . OR No, <b>we aren't</b> .

Wh- Questions	Short Answers
When are you going to start?	Next Monday.
How are you going to get there?	By bus.
Who is going to help us?	I am.

### GRAMMAR NOTES

1	For <b>yes / no questions</b> with <i>be going to</i> , put <b>am, is, or are before the subject</b> .	<ul style="list-style-type: none"> <li>• <b>Am I</b> going to have a part in your show?</li> <li>• <b>Is he</b> going to change jobs?</li> <li>• <b>Are they</b> going to buy a house?</li> </ul>
2	We usually use <b>contractions</b> in negative short answers.	<p><b>A:</b> Is he going to change jobs?  <b>B:</b> No, he's <b>not</b>. OR No, he <b>isn't</b>.</p>
3	For a <b>wh- question</b> with <i>be going to</i> , use the <b>wh- word</b> + the correct form of <b>be</b> + a <b>subject</b> + <b>going to</b> + the <b>base form</b> of the verb.	<p><b>A:</b> <b>When is it going to begin?</b>  <b>B:</b> Next year.</p>
4	For a <b>wh- question about the subject</b> , use <b>who</b> or <b>what</b> + <b>is</b> + <b>going to</b> + the <b>base form</b> of the verb.	<p><b>A:</b> <b>Who is going to be</b> the producer?  <b>B:</b> Dan Evans is.</p>

## STEP 3 FOCUSED PRACTICE

### EXERCISE 1: Discover the Grammar

Circle the main verb in each question. Then match the questions and answers.

- |  |  |
|--|--|
| ___ 1. What are you going to do?         | a. By bus.                                 |
| ___ 2. When am I going to begin?         | b. I'm going to be the assistant director. |
| ___ 3. Is she going to travel a lot?     | c. You are going to start on May 1.        |
| ___ 4. How are you going to get to work? | d. Yes, she is.                            |



## EXERCISE 2: Be going to

(Grammar Notes 1-2)

Complete the conversations. Use the simple past, the simple present, the present progressive, or **be going to** for the future. Use the correct forms of the verbs in parentheses.

### 1. (rain)

**TIM:** It rained yesterday. It's raining now.  
Is it going to rain tomorrow?

**JESSICA:** I'm afraid so. That's what the weather channel says.

### 2. (work)

**JESSICA:** You \_\_\_\_\_ late now. You \_\_\_\_\_ late last night. \_\_\_\_\_ you \_\_\_\_\_ late tomorrow night too?

**TIM:** Yes, I am. This is always a busy time at work.

### 3. (have)

**JEREMY:** I'm tired of tofu. We \_\_\_\_\_ tofu last night. We \_\_\_\_\_ tofu now. \_\_\_\_\_ we \_\_\_\_\_ tofu tomorrow?

**TIM:** No, we're not. Tomorrow we \_\_\_\_\_ veggie burgers.

### 4. (wear)

**JESSICA:** I know you like that sweater, but you always \_\_\_\_\_ it. You \_\_\_\_\_ it every day last week. You \_\_\_\_\_ it now. \_\_\_\_\_ you \_\_\_\_\_ it tomorrow?

**JEREMY:** Probably. Michelle likes the color.

**JESSICA:** Oh.

### 5. (watch)

**TIM:** You \_\_\_\_\_ that news program at 5:00. Why \_\_\_\_\_ you \_\_\_\_\_ it again now?

**JESSICA:** It's awesome. I \_\_\_\_\_ it again tonight at 11:00. I can learn from the show.

## EXERCISE 3: Be going to

(Grammar Notes 1, 3-4)

Write **yes / no** questions. Use the correct forms of **be going to** and the words in parentheses.

### A. Jessica's thoughts about the new job:

- (I / get the job) Am I going to get the job \_\_\_\_\_?
- (it / mean a lot of work) \_\_\_\_\_?
- (I / really have a big part) \_\_\_\_\_?
- (the children / be OK) \_\_\_\_\_?
- (Tim / spend more time at home) \_\_\_\_\_?

### B. Tim's thoughts about the new job:

- (How often / Jessica / be away from home) \_\_\_\_\_?
- (When / we / have time together) \_\_\_\_\_?
- (When / the show / begin) \_\_\_\_\_?
- (Who / help when I'm away on business) \_\_\_\_\_?
- (What / Jessica's new job / do to our marriage) \_\_\_\_\_?

## EXERCISE 4: Editing

There are six mistakes in the phone messages. The first mistake is already corrected. Find and correct five more mistakes.

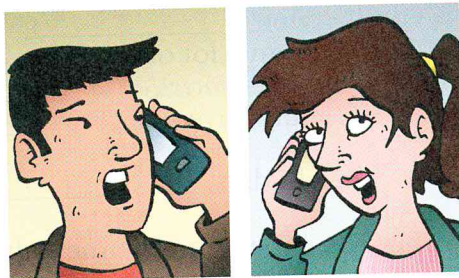
- Hi, Jessica. This is Maria. Are you going <sup>to be</sup> ~~being~~ in San Francisco for the conference? I need to know. Please call me at 555-8878.
- Hi, honey. I forgot my date book. Is Fred and Janet going to meet us at 8:00 or 8:30? Please call.
- This message is for Jessica Olson. This is George Selig. When is the conference going start?
- Hi Mom. I'm not going to be home until 9:00. Al and I am going to study together.
- Hi, Jessica. This is Meg Smith. What time the meeting going to be? Please call me at 989-555-0007.
- Hi, Jess. This is Dan. Watch the news tonight at 6:00 on Channel 2. I going to be on it.

## STEP 4 COMMUNICATION PRACTICE

### EXERCISE 5: Listening

**A** | Josh gets a phone call from Amanda. Listen to their conversation. What does Amanda tell Josh? Check (✓) the correct answer.

- \_\_\_ a. Their parents are going to visit in July.  
 \_\_\_ b. They're going to be parents next July.



**B** | Now listen to a conversation between Josh and Jason. Circle the correct letter.

- Are Josh and Amanda going to move in July?
  - Yes, they are.
  - No, they aren't.
- When are they going to buy a new house?
  - In a few years.
  - In a couple of months.
- How long is Amanda going to stay home with the baby?
  - Three weeks.
  - Three months.
- Who's going to watch the baby when Amanda goes back to work?
  - Amanda's mother.
  - Josh's mother.



**C** | Listen again to the conversation between Josh and Jason. What is Josh's question at the end of the conversation?

Are \_\_\_\_\_?

### EXERCISE 6: Pronunciation

**A** | Read and listen to the Pronunciation Note.

#### Pronunciation Note

The sounds /b/ and /v/ are voiced consonants. You can feel your throat vibrate when you say them.

**B** | Listen to each word. Circle the sound of the first letter you hear.

- |              |            |            |            |
|--------------|------------|------------|------------|
| 1. (/b/) /p/ | 3. /f/ /v/ | 5. /b/ /p/ | 7. /f/ /v/ |
| 2. /b/ /p/   | 4. /f/ /v/ | 6. /b/ /p/ | 8. /f/ /v/ |

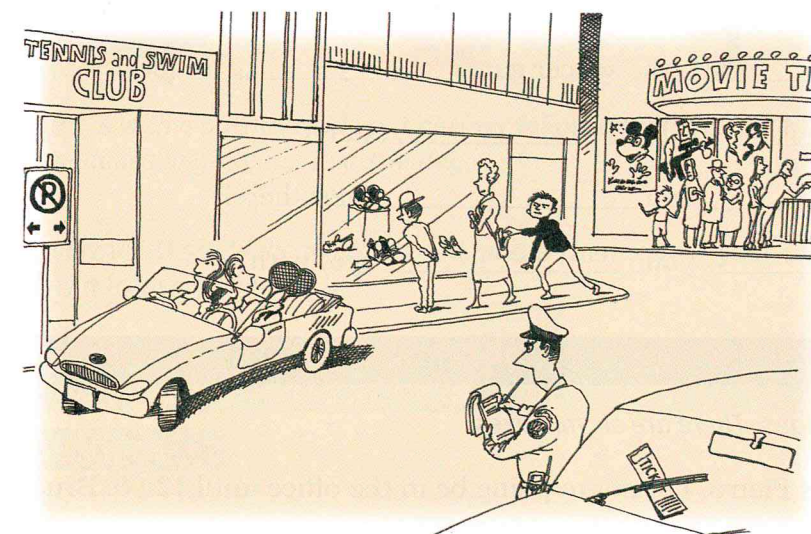
**C** | Underline the words that begin with the letters p, b, f, and v. Then listen to the sentences.

- Is the new program better than the old one?
- Who is going to be the producer?
- Are you going to have a big part?
- Is Tim going to get a part-time job at a bank?
- Is Jessica going to be very famous?
- Where is the party going to be?
- Are they going to buy furniture for the baby?

**D** | Put your hand on your throat. Repeat each sentence. Notice the voiced sounds.

### EXERCISE 7: What Are They Going to Do?

**PAIRS:** Look at the picture. Write as many questions as you can with **be going to**. The pair with the most correct questions wins. Ask the class your questions.



### EXERCISE 8: Writing

**A** | Your friend got a job. Write an email and ask your friend a few questions about the job. Use **be going to** for the future. Underline your examples.

**EXAMPLE:** Congratulations on getting a job at Goodbuys. When are you going to begin? Are you going to work evenings?

**B** | Check your work. Use the Editing Checklist.

#### Editing Checklist

- Did you use . . . ?
- be going to** for the future correctly
  - correct spelling

Check your answers on page UR-5.  
Do you need to review anything?

**EXERCISE A**

Match the questions and answers.

- |  |                     |
|--|---------------------|
| ___ 1. Is Josh going to be a father?                 | a. Yes, she is.     |
| ___ 2. Are Josh and Amanda going to move right away? | b. Yes, he is.      |
| ___ 3. Is it going to cost a lot to raise a child?   | c. No, I'm not.     |
| ___ 4. Is Amanda's mom going to watch the baby?      | d. No, they're not. |
| ___ 5. Are you going to help Amanda's mom?           | e. Yes, it is.      |

**EXERCISE B**

Complete the questions about a soccer game. Use the correct forms of **be going to** and the verbs in parentheses.

- Where \_\_\_\_\_ the soccer game \_\_\_\_\_ (be)?
- When \_\_\_\_\_ it \_\_\_\_\_ (start)?
- How \_\_\_\_\_ you \_\_\_\_\_ (get) there?
- Who \_\_\_\_\_ you \_\_\_\_\_ (go) with?

**EXERCISE C**

Correct the phone messages. There are six mistakes.

- Hi Karen. This is Pietro. I'm not to going be in the office until 12:00. Bruce and I am going to review the news program.
- Hi, Debbie. This is Amy. Are you going be in Boston tomorrow? Please call me.
- This message is for Bill. This is Mark. When the conference is going to start?
- Hi, Katie. This is Pam. My calendar isn't working. Is John and Oliva going to have a meeting in the conference room or the library? Let me know.
- Hi, Linda. This is Paula. What time the meeting going to be? Please email me.

**PART I** USING *This is / These are*; SINGULAR AND PLURAL NOUNS

Write a Description

- Take a photograph or draw a picture of your favorite room in your home. Write about five things. Say something about each thing. Use **this is / these are** with singular and plural nouns. Follow the model.

MODEL

This is an armchair. It's soft. It's my favorite chair. It's in my living room.  
These are my lamps. They're from my parents. They're beautiful.



- Exchange papers with a partner. Did your partner follow directions and the model? Correct any mistakes in grammar and spelling.
- Talk to your partner. Discuss the mistakes you made. Then rewrite your own paper and make any necessary changes.

**PART II** USING THE PRESENT OF *Be*: QUESTIONS

Write Questions

- Email a friend. Ask your friend four questions about his or her English class. Choose from the question words in the box. Follow the model.

Are Is What Where Who

MODEL

Hi Françoise,  
I hope your classes are good.  
Who's your new teacher? Where is your class? Are your classmates friendly?  
Are your classes interesting?  
I'm at work now, but I finish soon. Are you free for coffee at five o'clock?  
Abby

2 | Exchange papers with a partner. Did your partner follow directions and the model? Correct any mistakes in grammar and spelling.

3 | Talk to your partner. Discuss the mistakes you made. Then rewrite your own paper and make any necessary changes.

### PART III USING THE PAST OF Be: Wh- QUESTIONS

#### Write an Email

1 | Write an email to a friend about his or her vacation. Choose from the question words in the box. Follow the model.

How Was Were What Where Who

MODEL



To: Sara Pujols  
From: Alicia Serrano  
Re: Your vacation  
Date: July 14

Sara,

How was your vacation in Europe? I hope it was really exciting.

I know you were in Britain, but where were you exactly? How was the weather? It was sunny and hot last summer.

What other countries were you in? How was the flight to Europe?

Let's get together soon. I'm free next week. Are you free for lunch or dinner? I want to hear all about your trip.

Alicia

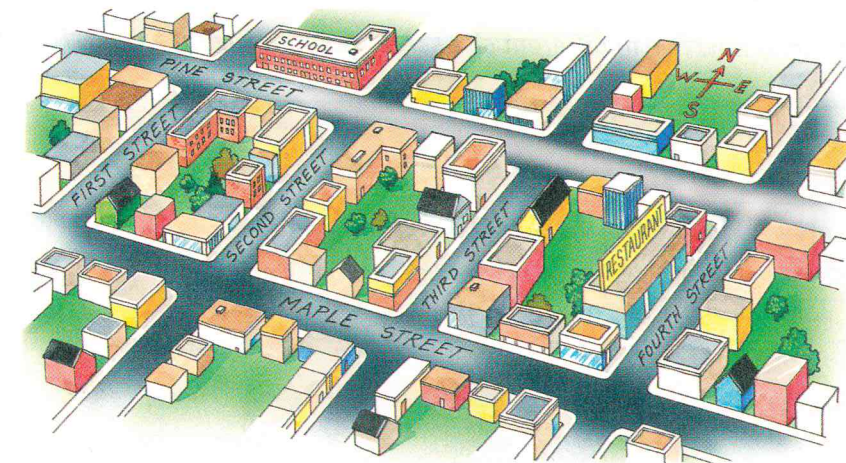
2 | Exchange papers with a partner. Did your partner follow directions and the model? Correct any mistakes in grammar and spelling.

3 | Talk to your partner. Discuss the mistakes you made. Then rewrite your own paper and make any necessary changes.

### PART IV USING IMPERATIVES AND THE SIMPLE PRESENT

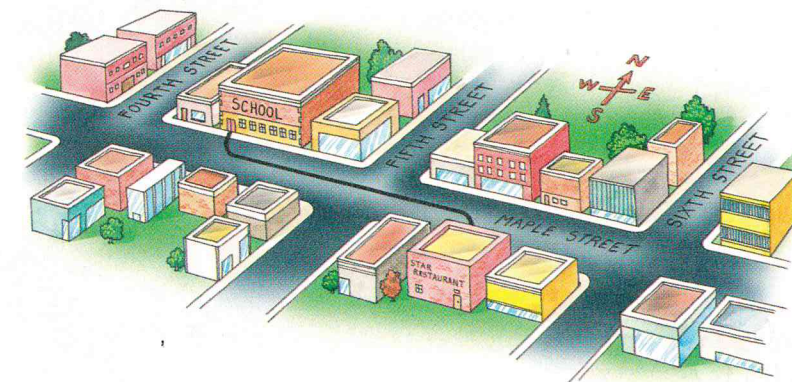
#### Write Directions

1 | Email a friend. Give directions from your school to a party at Bella Vista Restaurant. First, look at the map. Your school is on Pine Street between First and Second Streets. The party is at Bella Vista Restaurant. Bella Vista Restaurant is on Fourth Street between Pine and Maple Streets. Draw a line from your school to the restaurant. Then write your email. Follow the model.



MODEL

Bill's school is on Maple Street between Fourth and Fifth Streets. The party is at Star Restaurant. Star Restaurant is on Maple Street between Fifth and Sixth Streets.



Dear Joe,

I'm glad you can come to my party.

Here are the directions from school.

Walk one block east. The party is at Star Restaurant. It's on Maple Street between Fifth and Sixth Streets.

See you Saturday at eight o'clock.

Bill

2 | Exchange papers with a partner. Did your partner follow directions and the model? Correct any mistakes in grammar and spelling.

3 | Talk to your partner. Discuss the mistakes you made. Then rewrite your own paper and make any necessary changes.

## PART V USING THE SIMPLE PRESENT: QUESTIONS AND ANSWERS

### Write a Letter

1 | You and a good friend now live in different cities. Answer your friend's letter. Follow the model.

Dear \_\_\_\_\_,

I often think about you. How is everything in \_\_\_\_\_? Are you busy? What are your days like? What do you do at your job? What do you usually do on weekends? Do you ever ski? Please write soon.

\_\_\_\_\_

#### MODEL

Dear Mei-Ling,

It was great to hear from you. My life here is really different. Sometimes it's busy and exciting. Sometimes it's lonely. It's hard to speak a second language all the time.

I enjoy my job. I'm a graphic artist for a small publisher. I love to design CD and book covers, but I don't love to work on very long books.

I start work at 9:00 and finish at 5:00. I take the train to work. My co-workers are friendly and helpful, but I don't have any good friends yet.

In the evenings I usually watch videos or read. On weekends I go to the movies. I still love movies. I don't ski here. It's too expensive.

What about you? Do you still go to the museums? I miss that. I also miss our skiing trips.

Please write soon and tell me about yourself. Maybe you can visit me this summer.

Cheers,  
Alfredo



2 | Exchange papers with a partner. Did your partner follow directions and the model? Correct any mistakes in grammar and spelling.

3 | Talk to your partner. Discuss the mistakes you made. Then rewrite your own paper and make any necessary changes.

## PART VI USING THE PRESENT PROGRESSIVE

### Write a Description

1 | Bring in a photo with four or more people in it. Answer the questions.

Where are the people? \_\_\_\_\_

Who are the people? \_\_\_\_\_

Person A: \_\_\_\_\_

Person B: \_\_\_\_\_

Person C: \_\_\_\_\_

Person D: \_\_\_\_\_

What are they doing? \_\_\_\_\_

2 | Describe the photo. Follow the model.



#### MODEL

### A Train Station in Italy

This is a photo of people at a train station in Italy. On the left, a young man is looking up at a sign. It shows train departures. Behind him, several people are standing at a snack bar. In the center of the picture, three young men are waiting for a train. One is wearing a red shirt and shorts. The young man sitting next to him is also wearing shorts. He is looking to the right. Their backpacks are sitting on the station floor. Everyone is enjoying the warm weather.

3 | Exchange papers with a partner. Did your partner follow directions and the model? Correct any mistakes in grammar and spelling.

4 | Talk to your partner. Discuss the mistakes you made. Then rewrite your own paper and make any necessary changes.

**PART VII USING NOUNS AND ARTICLES; Can AND Can't**

**Write an Email**

- 1 | You and a friend are planning to go to a movie. Email your friend and say when you can and can't go and what you want to see. Use **can**, **can't**, **let's**, and **the** in your email. Follow the model.

Before you write: Fill out the chart.

	Example	You
Can't go	Any time on Saturday	
Can go	Sunday afternoon or evening	
Don't want to see	Twilight	
Want to see	Avatar	
Meet at	3:15 or 6:45	

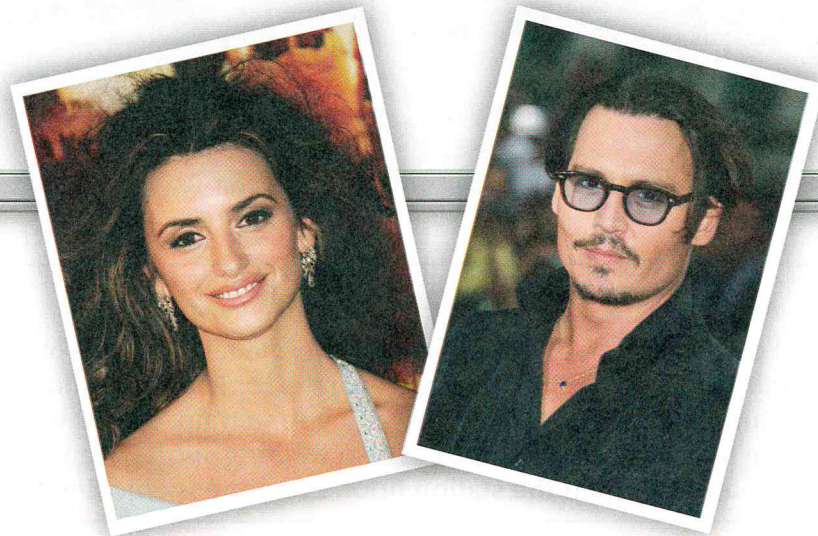
**MODEL**

**To:** Rosa Gonzales  
**From:** Elena Correia  
**Re:** Movie

Rosa,

Thanks for the movie invitation. Sure, I'd like to go to a movie. I can't go on Saturday, but I can go on Sunday, either in the afternoon or evening. I saw the movie with Penelope Cruz last week, so I don't want to see it again so soon. How about the new Johnny Depp film? Do you want to see that? If you do, let's meet in front of the theater. It starts at 3:30 and 7:00. Let me know which time is good for you.

Elena



- 2 | Exchange papers with a partner. Did your partner follow directions and the model? Correct any mistakes in grammar and spelling.
- 3 | Talk to your partner. Discuss the mistakes you made. Then rewrite your own paper and make any necessary changes.

**PART VIII USING THE SIMPLE PAST**

**Write a Letter**

- 1 | You are on vacation. Write a letter to your parents or to a friend. Talk about your vacation. Use regular and irregular simple past verb forms in your letter.

Before you write: Note things that you did in the box.

Example	You
Arrived at 10:00 P.M.	
Took a taxi to the hotel	
Spent the day at the beach	
Swam in the Caribbean	
Got a sunburn	
Went to a folk festival	
Ate at a great restaurant; had delicious seafood	
Went shopping	

**MODEL**

Dear Mom and Dad,

Greetings from Jamaica! It's beautiful here. The weather is warm and sunny.

Mary and I arrived on Tuesday evening at about 10:00 P.M. It was very late, so we took a taxi to the hotel. Our room is small but comfortable.

On Wednesday we spent the day at the beach. We both swam in the Caribbean. I got a sunburn.

On Wednesday evening we went to a folk festival. It was fun and interesting. There were some good singers.

On Thursday we went shopping in Kingston. I bought you both something nice. In the evening we ate at a restaurant. I had some delicious seafood.

I'll write again soon.

Love,  
 Amy

- 2 | Exchange papers with a partner. Did your partner follow directions and the model? Correct any mistakes in grammar and spelling.
- 3 | Talk to your partner. Discuss the mistakes you made. Then rewrite your own paper and make any necessary changes.

**PART IX** USING QUANTITY EXPRESSIONS AND *There is / There are*

**Write an Email**

- 1 | You and a friend are preparing for a picnic. Write an email to your friend. Say what you have and don't have. Ask your friend what he or she can bring. Use quantifiers and **there is / there are**. Follow the model.

Before you write: Complete the chart. Say what you have and what you need.

Have	Need

**MODEL**



**To:** Skip Kulle  
**From:** Dilvin Ertoglu  
**Re:** Our picnic

Hi, Skip,

Let's have the picnic at Washington Park. There are a lot of picnic tables. There's a volleyball net. There's also a nice swimming pool, so people can play volleyball or go swimming.

I have enough hamburgers for 12 people, but I don't have any hot dogs. Can you bring three packages of them? And can you also bring three packages of hot dog buns? I have several quarts of juice, but I don't have any other drinks. Can you bring about four big bottles of soda? Oh, one more thing: I'll bring a large salad. Can you bring something for dessert, maybe some cookies? Or maybe a couple of pies or some fruit?

Let me know if this is OK. See you soon.

Dilvin

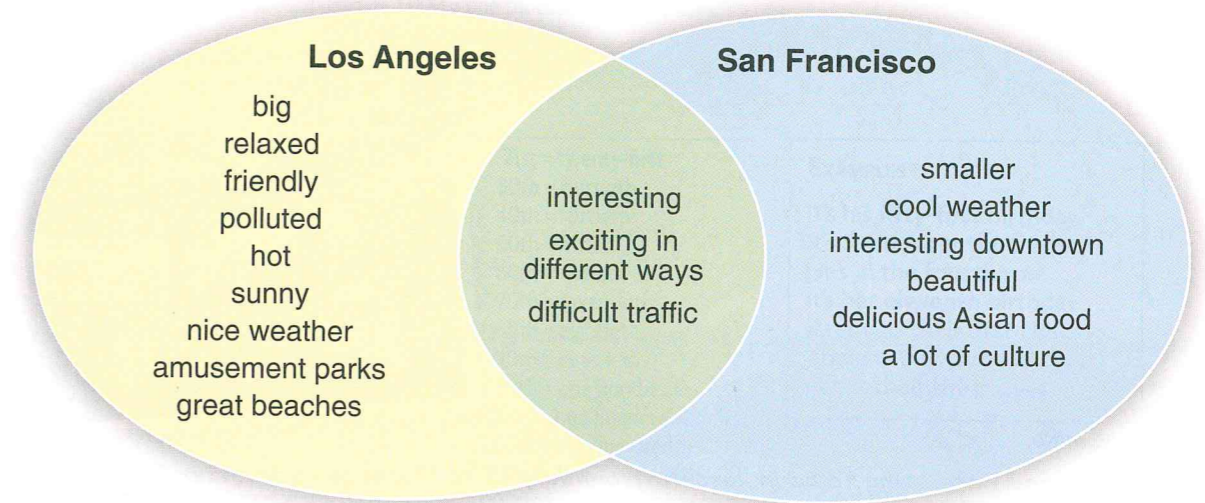
- 2 | Exchange papers with a partner. Did your partner follow directions and the model? Correct any mistakes in grammar and spelling.
- 3 | Talk to your partner. Discuss the mistakes you made. Then rewrite your own paper and make any necessary changes.

**PART X** USING COMPARATIVE ADJECTIVES

**Write a Comparison**

- 1 | Write a comparison of two places you know well. Say how they are similar and how they are different. Follow the model.

Before you write: Draw two circles like these. In one circle, put the name of one place and write adjectives describing that place. In the other circle, put the name of the other place and write adjectives describing that place. In the middle, write adjectives showing how the two places are similar.



**MODEL**

Los Angeles and San Francisco are two of my favorite cities. They're different in many ways. Los Angeles is a lot bigger than San Francisco, and it's friendlier and more relaxed. It has great amusement parks and beaches. The weather is nicer than the weather in San Francisco. It's hotter and sunnier. But it's also more polluted. San Francisco is cooler. It's more beautiful than Los Angeles. It's more exciting too. It has an interesting downtown and a lot of culture. There's a lot of good food in San Francisco, especially Asian food.

San Francisco and Los Angeles are similar in some ways. They're both very nice, and they're both interesting in their own ways. It's hard to drive in both places because there's so much traffic. But it's worse in Los Angeles.

I like both cities a lot, but I love the weather, the beaches, and the amusement parks in Los Angeles. For me it's a better place.

- 2 | Exchange papers with a partner. Did your partner follow directions and the model? Correct any mistakes in grammar and spelling.
- 3 | Talk to your partner. Discuss the mistakes you made. Then rewrite your own paper and make any necessary changes.

Write a Note

1 | You are going to be in a friend's city next month. Write a note to your friend. Ask if you can get together. Use the future with **be going to** in your note. Follow the model.

Before you write: Complete the chart.

	Example	You
Who	You and your husband	
Where	Toronto, Ontario	
When	July 15 to 19	
Why	Attend a conference; visit cousins	
Free on	Tuesday, July 16, and Thursday, July 18, evenings	

MODEL



Dear Emiko,

Mark and I are going to be in Toronto from July 15 to 19. I'm going to attend a conference, and Mark is going to visit his cousins. Are you going to be in town then? If you are, can we get together? We're free on Tuesday, July 16, and Thursday, July 18, in the evening. We're going to stay at the Best Eastern Hotel downtown. Is that near you?

Please let me know. I hope we can get together and see each other.

Cheers,

Gina

2 | Exchange papers with a partner. Did your partner follow directions and the model? Correct any mistakes in grammar and spelling.

3 | Talk to your partner. Discuss the mistakes you made. Then rewrite your own paper and make any necessary changes.

# APPENDICES

## 1 Numbers, Temperature, Days, Months, Seasons, Titles

### CARDINAL NUMBERS

1 = one	11 = eleven	21 = twenty-one
2 = two	12 = twelve	30 = thirty
3 = three	13 = thirteen	40 = forty
4 = four	14 = fourteen	50 = fifty
5 = five	15 = fifteen	60 = sixty
6 = six	16 = sixteen	70 = seventy
7 = seven	17 = seventeen	80 = eighty
8 = eight	18 = eighteen	90 = ninety
9 = nine	19 = nineteen	100 = one hundred
10 = ten	20 = twenty	101 = one hundred and one
		200 = two hundred
		1,000 = one thousand
		1,000,000 = one million
		10,000,000 = ten million

### EXAMPLES

That book has **eighty-nine** pages.  
There are **thirty** days in September.  
There are **five** rows in the room.  
She is **eleven** years old.  
He has **three** children.

### ORDINAL NUMBERS

1st = first	11th = eleventh	21st = twenty-first
2nd = second	12th = twelfth	30th = thirtieth
3rd = third	13th = thirteenth	40th = fortieth
4th = fourth	14th = fourteenth	50th = fiftieth
5th = fifth	15th = fifteenth	60th = sixtieth
6th = sixth	16th = sixteenth	70th = seventieth
7th = seventh	17th = seventeenth	80th = eightieth
8th = eighth	18th = eighteenth	90th = ninetieth
9th = ninth	19th = nineteenth	100th = one hundredth
10th = tenth	20th = twentieth	101st = one hundred and first
		200th = two hundredth
		1,000th = one thousandth
		1,000,000th = one millionth
		10,000,000th = ten millionth

### EXAMPLES

It's his **fifty-first** birthday.  
It's September **thirtieth**.  
He's in the **fourth** row.  
It's her **eleventh** birthday.  
Jeremy is their **first** child.  
Annie is their **second** child.  
Ben is their **third** child.

### TEMPERATURE

We measure the temperature in degrees (°).

Changing from degrees Fahrenheit to degrees Celsius:

$$(^{\circ}\text{F} - 32) \times 5/9 = ^{\circ}\text{C}$$

Changing from degrees Celsius to degrees Fahrenheit:

$$(9/5 \times ^{\circ}\text{C}) + 32 = ^{\circ}\text{F}$$

### DAYS OF THE WEEK

Weekdays	Weekend
Monday	Saturday
Tuesday	Sunday
Wednesday	
Thursday	
Friday	

### MONTHS OF THE YEAR

MONTH	ABBREVIATION	NUMBER OF DAYS
January	Jan.	31
February	Feb.	28*
March	Mar.	31
April	Apr.	30
May	May	31
June	Jun.	30
July	Jul.	31
August	Aug.	31
September	Sept.	30
October	Oct.	31
November	Nov.	30
December	Dec.	31

\*February has 29 days in a leap year, every four years.

(continued on next page)



**THE SEASONS**

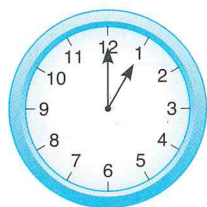
**NORTHERN HEMISPHERE**  
 Spring: March 21–June 20  
 Summer: June 21–September 20  
 Autumn or Fall: September 21–December 20  
 Winter: December 21–March 20

**SOUTHERN HEMISPHERE**  
 Spring: September 21–December 20  
 Summer: December 21–March 20  
 Autumn or Fall: March 21–June 20  
 Winter: June 21–September 20

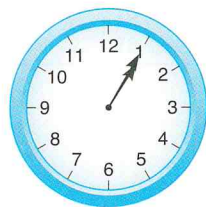
**TITLES**

**Mr. (Mister)** / mɪstər / unmarried or married man  
**Ms.** / mɪz / unmarried or married woman  
**Miss** / mɪs / unmarried woman  
**Mrs.** / mɪsɪz / married woman  
**Dr. (Doctor)** / daktər / doctor (medical doctor or Ph.D.)

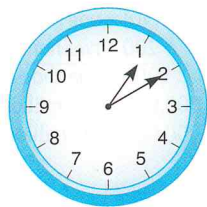
**2 Time**



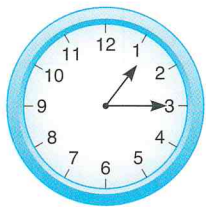
It's one o'clock.  
(It's 1:00.)



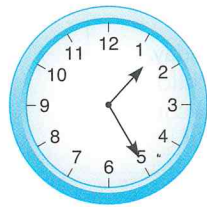
It's five after one.  
(It's 1:05.)



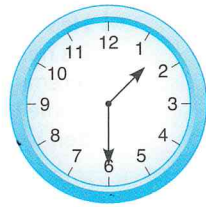
It's one-ten.  
It's ten after one.  
(It's 1:10.)



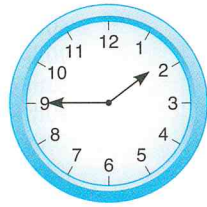
It's one-fifteen.  
It's a quarter after one.  
(It's 1:15.)



It's one twenty-five.  
It's twenty-five after one.  
(It's 1:25.)



It's one-thirty.  
It's half past one.  
(It's 1:30.)



It's one forty-five.  
It's a quarter to two.  
(It's 1:45.)



It's one-fifty.  
It's ten to two.  
(It's 1:50.)

**TALKING ABOUT TIME**

<b>1</b>	You can talk about time this way:	<b>A: What time is it?</b> <b>B:</b> It's one o'clock.
<b>2</b>	<b>A.M.</b> means before noon (the hours between midnight and noon). <b>P.M.</b> means after noon (the hours between noon and midnight).  <b>BE CAREFUL!</b> When people say 12:00 A.M., they mean midnight. When people say 12:00 P.M., they mean noon.	It's 10:00 A.M.  It's 10:00 P.M.
<b>3</b>	We often write time with numbers.	It's one o'clock. = It's <b>1:00</b> . It's two-twenty. = It's <b>2:20</b> .

**3 Plural Nouns: Pronunciation Rules**

**PRONUNCIATION RULES**

<b>1</b>	The <b>final sounds</b> for regular plural nouns are / s /, / z /, and / ɪz /.	
<b>2</b>	The plural is pronounced / s / <b>after</b> the <b>voiceless sounds</b> / p /, / t /, / k /, / f /, and / θ /.	cups cats books
<b>3</b>	The plural is pronounced / z / <b>after</b> the <b>voiced sounds</b> / b /, / d /, / g /, / v /, / m /, / n /, / ŋ /, / l /, / r /, and / ð /.	puffs breaths
<b>4</b>	The plural is pronounced / z / <b>after</b> all <b>vowel sounds</b> . Vowels are voiced.	cabs cards dogs wives rooms
<b>5</b>	The plural is pronounced / ɪz / <b>after</b> the sounds / s /, / z /, / ʃ /, / ʒ /, / tʃ /, and / dʒ /. (This adds another syllable to the word.)	pan songs balls cars paths
		keys tomatoes
		kisses buzzes dishes
		garages matches ages

**4 Non-count Nouns and Quantifiers**

**COMMON NON-COUNT NOUNS\***

<b>Food</b> bread broccoli butter cake cauliflower cheese chicken dessert fish ice cream meat	pasta pepper pie pizza rice salsa salt soup spaghetti sugar yogurt	<b>Liquids</b> coffee juice lemonade milk  soda tea water	<b>School Subjects</b> algebra biology chemistry Chinese English geography  history music psychology science Spanish	<b>Abstract Ideas</b> advice beauty energy existence  happiness help noise stress
<b>Weather</b> fog ice rain	snow wind	<b>Sports</b> baseball basketball football gymnastics	soccer swimming tennis volleyball	<b>Others</b> furniture homework information mail medicine money  news paper sleep time work

\*Some nouns can be either count or non-count nouns.

Do you want some pizza? (*non-count*)  
Let's order a pizza. (*count—an entire pizza*)

I don't want salad tonight. (*non-count*)  
Mom is making a salad. (*count*)

**QUANTIFIERS**

a bottle of (*juice, milk, soda, water*)  
a bowl of (*cereal, soup*)  
a can of (*soda, tuna*)  
a cup of (*coffee, hot chocolate, tea*)  
a foot of (*snow, water*)  
a gallon of (*gasoline, juice, milk*)  
a glass of (*juice, milk, water*)

a liter of (*juice, milk, soda, water*)  
a loaf of (*bread*)  
a meter of (*snow, water*)  
a pair of (*gloves, pants, shoes, skis, socks*)  
a piece of (*cake, candy, furniture, meat, paper, pie*)  
a quart of (*milk, oil*)  
a slice of (*cake, cheese, pie, pizza, toast*)

## 5 The Simple Present: Pronunciation Rules

### PRONUNCIATION RULES FOR THE THIRD-PERSON SINGULAR AFFIRMATIVE

1	The <b>final sound</b> for the third-person singular form of the simple present is pronounced /s/, /z/, or /ɪz/. The final sounds of the third-person singular are the same as the final sounds of plural nouns.	/s/ walks	/z/ rides	/ɪz/ dances
	2	<b>Do</b> and <b>say</b> have a change in vowel sound.	I do. /du/ I say. /seɪ/	She does. /dʌz/ He says. /sez/

## 6 The Simple Past: Pronunciation Rules

### PRONUNCIATION RULES

1	The <b>final sounds</b> for regular verbs in the simple past are /t/, /d/, and /ɪd/.			
	2	The final sound is pronounced /t/ after the <b>voiceless sounds</b> /f/, /k/, /p/, /s/, /ʃ/, and /tʃ/.	laughed liked	developed crossed
3	The final sound is pronounced /d/ after the <b>voiced sounds</b> /b/, /g/, /dʒ/, /l/, /m/, /n/, /r/, /ŋ/, /ð/, /ʒ/, /v/, and /z/.	rubbed hugged judged called	hummed hired banged bathed	massaged moved used
	4	The final sound is pronounced /d/ after <b>vowel sounds</b> .	stayed agreed	died argued
5	The final sound is pronounced /ɪd/ after /t/ and /d/. /ɪd/ adds a syllable.	act end	acted ended	

## 7 Base Forms and Past Forms of Common Irregular Verbs

BASE FORM	PAST FORM	BASE FORM	PAST FORM	BASE FORM	PAST FORM
be	was, were	give	gave	say	said
begin	began	go	went	see	saw
break	broke	grow	grew	sing	sang
bring	brought	have	had	sit	sat
build	built	hear	heard	sleep	slept
buy	bought	hit	hit	speak	spoke
come	came	know	knew	spend	spent
do	did	leave	left	stand	stood
drink	drank	lose	lost	swim	swam
drive	drove	make	made	take	took
eat	ate	mean	meant	tell	told
fall	fell	meet	met	think	thought
find	found	put	put	understand	understood
fly	flew	read /rɪd/	read /rɛd/	wake	woke
forget	forgot	ride	rode	win	won
get	got	run	ran	write	wrote

## 8 Pronunciation Table

These are the pronunciation symbols used in this text. Listen to the pronunciation of the key words.

VOWELS		CONSONANTS	
Symbol	Key Word	Symbol	Key Word
i	beat, feed	p	pack, happy
ɪ	bit, did	b	back, rubber
eɪ	date, paid	t	tie
ɛ	bet, bed	d	die
æ	bat, bad	k	came, key, quick
ɑ	box, odd, father	g	game, guest
ɔ	bought, dog	tʃ	church, nature, watch
oʊ	boat, road	dʒ	judge, general, major
ʊ	book, good	f	fan, photograph
u	boot, food, student	v	van
ʌ	but, mud, mother	θ	thing, breath
ə	banana, among	ð	then, breathe
ɚ	shirt, murder	s	sip, city, psychology
aɪ	bite, cry, buy, eye	z	zip, please, goes
aʊ	about, how		
ɔɪ	voice, boy		
ɪr	beer		
ɛr	bare		
ɑr	bar		
ɔr	door		
ʊr	tour		
		ʃ	ship, machine, station, special, discussion
		ʒ	measure, vision
		h	hot, who
		m	men, some
		n	sun, know, pneumonia
		ŋ	sung, ringing
		w	wet, white
		l	light, long
		r	right, wrong
		y	yes, use, music
		t	butter, bottle

# GLOSSARY OF GRAMMAR TERMS

**action verb** A verb that describes an action.

- Jeremy and Yoshio **are studying** at the library.
- Tim **drives** to work every day.

**adjective** A word that describes a noun or pronoun.

- Redmond is a **small peaceful** city.

**adverb** A word that describes an action verb, an adverb, an adjective, or a sentence.

- We're leaving on vacation **tomorrow**.

**adverb of frequency** A word that tells how often something happens.

- We **usually** eat lunch at noon.

**affirmative statement** A sentence that does not use a negative verb form (*not*).

- **I have two brothers.**

**apostrophe** A punctuation mark (') used to show possession and to write a contraction.

- He's in my father's car.

**base form** The simple form of a verb without any ending, such as *-ing*, *-ed*, or *-s*.

- Arnold is going to **come** at 8:00. We can **eat** then.

**be going to future** A verb form used to make predictions, express general facts in the future, or to talk about definite plans that were made before now.

- Amanda says **it's going to be** cold, so she's **going to take** a coat.

**capital letter** The large form of a letter of the alphabet. Sentences start with a capital letter.

- **A, B, C**, etc.

**comma** A punctuation mark (,) used to separate items in a list or parts of a sentence.

- We went to a restaurant, and we ate chicken, potatoes, and broccoli.

**common noun** A noun for a person, place, or thing. It is not capitalized.

- The **man** got a **book** at the **library**.

**comparative form** An adjective or adverb ending in *-er* or following *more*. It is used in comparing two things or people.

- My sister is **older** and **more intelligent** than my brother.

**consonants** The letters **b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, x, z**, and sometimes **w** and **y**.

**contraction** A short form of two words. An apostrophe (') replaces the missing letter(s).

- **it's** = *it is*
- **I'm** = *I am*
- **can't** = *cannot*

**count noun** A noun you can count. It usually has a singular and a plural form.

- The **man** has one big **dog** and two small **dogs**.

**definite article *the*** It makes a noun specific.

- We saw a movie. **The** movie starred Jackie Chan.

**exclamation point** An end punctuation mark (!). It shows strong emotion.

- **Help!** Call the police!

**formal language** Language we usually use for business settings, academic settings, or with people we don't know.

- **Good morning, ladies and gentlemen. May we begin?**

**imperative** A sentence used to give instructions, directions, commands, and suggestions. It uses the base form of the verb. The subject (*you*) is not a part of the sentence.

- **Turn right** at the corner. **Drive** to the end of the street. **Stop!**

**indefinite article *a* or *an*** Words used before singular non-count nouns.

- Josh brought **a** sandwich and **an** apple for lunch.

**informal language** The language we usually use with family and friends, in email messages, and in other informal settings.

- **Hey, Jeremy, what's up?**

**irregular verb** A verb that does not form the simple past by adding *-d* or *-ed*.

- They **ate** a fancy meal last night. Jessica's boss **came** to dinner.

**negative statement** A statement with a negative verb form (*not*).

- **Ben didn't study. He wasn't ready for the test.**

**non-action (stative) verb** A verb that does not describe an action. It can describe an emotion, a state, a sense, or a thought. We usually don't use non-action verbs in the progressive.

- **I like** that actor. He **is** very famous, and **I believe** he won an award.

**non-count noun** A noun we usually do not count. We don't put *a*, *an*, or a number before a non-count noun.

- All we need is **rice, water, salt, and butter**.

**noun** A word that refers to a person, animal, place, thing, or idea.

- **Annie** has a **friend** at the **library**. She gave her a **book** about **birds**.

**noun modifier** A noun that describes another noun.

- **Samantha** is a **chemistry** professor. She loves **spy** movies.

**object** A noun or pronoun that receives the action of the verb.

- Jason sold a **car**. Mark bought **it**.

**object pronoun** A pronoun following a verb or a preposition.

- We asked **him** to show the photos to **them**.

**ordinal number** The form of a number that shows the order or sequence of something.

- The team scored 21 points in the **first** quarter and 33 in the **fourth** quarter.

**period** A punctuation mark (.) used at the end of a statement or to show an abbreviation.

- **Mr. Mendoza, please call on Saturday.**

**plural** The form that means more than one.

- We sat in **our chairs** reading **our books**.

**possessive** An adjective, noun, or pronoun that shows belonging.

- **Her** book is in **John's** car. **Mine** is at the office.

**preposition** A word that goes before a noun or pronoun object. A preposition often shows time or place.

- Maria saw it **on** the table **at** two o'clock.

**present progressive** A verb form that shows an action happening now or planned for the future.

- **I'm working** hard now, but **I'm taking** a vacation soon.

**pronoun** A word that replaces a noun or a noun phrase.

- **He** is a friend. I know **him** well.

**proper noun** The actual name of a person, place, or thing. A proper noun begins with a capital letter.

- **Helen** is living in **St. Louis**. She is studying **Spanish** at **Washington University**.

**quantifier** A word or phrase that comes before a noun and expresses an amount or number of that noun.

- Jeannette used **a little** sugar, **some** flour, **four** eggs, and **a quart of** milk.

**question mark** A punctuation mark (?) used at the end of a question.

- **Where are you going? How long are you going to be out?**

**regular verb** A verb that forms the simple past by adding *-d* or *-ed*.

- We **lived** in Kenya. My mother **visited** us there.

**sentence** A group of words with a subject and a verb. It can stand alone.

- **We opened the window.**
- **Did they paint the house?**

**simple past** A verb form used to show a completed action or idea in the past.

- The plane **landed** at 9:00. We **took** a bus to the hotel.

**simple present** A verb form used to show habitual actions or states, general facts, or conditions that are true now.

- Yoshio **loves** to ski, and it **snows** a lot in his area, so he's very happy.

**singular** The form that means only one.

- I put on **my hat** and **coat** and closed the **door**.

**small letter** The small form of a letter of the alphabet. We use small letters for most words except for proper nouns and the first word of a sentence.

- **a, b, c, etc.**

**subject** The person, place, or thing that a sentence is about.

- **The children ate at the mall.**

**subject pronoun** A pronoun used to replace a subject noun.

- **Kathy works hard. She loves her work.**

**syllable** A group of letters with one vowel sound. Words are made up of one or more syllables.

- **One syllable—win**
- **Two syllables—table**
- **Three syllables—important**

**third-person singular** The verb form used with *he, she, and it*.

- **Jessica is a reporter. She works for a TV station.**

**verb** A word used to describe an action, a fact, or a state.

- **Ken drives to work now. He has a new car, and he is a careful driver.**

**vowels** The letters **a, e, i, o, u**, and sometimes **w** and **y**.

**wh- question** A question that asks for information. It begins with *how, what, when, where, why, which, who, or whose*.

- **What's your name?**
- **Where are you from?**
- **How do you feel?**

**yes / no question** A question that has a yes or a no answer.

- **Did you arrive on time? Yes, I did.**
- **Are you from Uruguay? No, I'm not.**
- **Can you swim well? Yes, I can.**

# PUZZLES, GAMES, AND INFORMATION GAP ANSWER KEY

## UNIT 4

### After You Read

- E. the Space Needle

## UNIT 10

### 8. True or False?

1. Antonio Banderas comes from Spain. / True
2. Most people in China eat with chopsticks. / True
3. People in Japan drive on the right. / False: People in Japan drive on the left.
4. People in Great Britain drive on the right. / False: People in Great Britain drive on the left.
5. People live at the North Pole. / False: People don't live at the North Pole.
6. Penguins live in deserts. / False: Penguins live in Antarctica.
7. It snows in Chile in July. / True.

## UNIT 12

### 8. Information Gap

#### Student A's Answers

2. relatives: your parents, brothers, sisters, grandparents, and so on
3. opposite: totally different
4. smart: intelligent
5. cousins: the children of your aunt or uncle
6. cute: good-looking
7. single: not married
8. second: between first and third

#### Student B's Answers

2. boring: not interesting
3. noon: 12 P.M.
4. midnight: 12 A.M.
5. super: great
6. unhappy: sad
7. terrible: very bad
8. nice: good

## UNIT 13

### 2. Who Am I?

Wolfgang Amadeus Mozart

## UNIT 19

### 8. Writing

- A. a salad

# UNIT REVIEW ANSWER KEY

**Note:** In this answer key, where a short or contracted form is given, the full or long form is also correct (unless the purpose of the exercise is to practice the short or contracted forms).

## UNIT 1

- A** 1. This is 3. This is 5. These are  
2. These are 4. This is
- B** 1. She 3. It 5. We  
2. He 4. They
- C** 1. These are 3. We're 5. I'm  
2. Is this 4. Are

## UNIT 2

- A** 1. spoons 3. forks 5. pots  
2. glasses 4. knives
- B** 1. a chicken 3. apples 5. a notebook  
2. bananas 4. an umbrella
- C** 1. These are good <sup>muffins</sup> muffin.  
2. I have <sup>an</sup> a idea.  
3. My sister has two <sup>children</sup> child.  
4. My roommate is from <sup>Canada</sup> canada.  
5. I need <sup>a</sup> fork.

## UNIT 3

- A** 1. It is 3. She is 5. We are  
2. He is 4. They are
- B** 1. It's expensive.  
2. They're not on vacation. OR They aren't on vacation.  
3. I'm not a chef.  
4. He's not in Australia. OR He isn't in Australia.  
5. We're in the class.
- C** 1. **A:** The hotels <sup>are</sup> is cheap here.  
**B:** <sup>You're</sup> You right. <sup>They're</sup> They great.  
2. **A:** <sup>Machiko's</sup> Machiko from Seattle. She's a student.  
**B:** No, <sup>she's</sup> she not. She's a chef.

## UNIT 4

- A** 1. That 3. that 5. Those  
2. those 4. That
- B** 1. He 3. your 5. It's  
2. Her 4. They

- C** **A:** Is that <sup>your</sup> you family in the photo?  
**B:** Yes. That's <sup>my</sup> me brother and sister.  
**A:** What are <sup>their</sup> they're names?  
**B:** <sup>His</sup> He's name is Robert, and her name is Tammy.  
**A:** And is that <sup>your</sup> you're dog?  
**B:** Yes. Its name is "Spot."

## UNIT 5

- A** 1. d 3. e 5. b  
2. c 4. a
- B** 1. Who 3. who 5. who  
2. What 4. What
- C** 1. **A:** Is he a dentist?  
**B:** No, he's not. <sup>He's</sup> He a writer.  
2. **A:** Is your sister single?  
**B:** No, <sup>she's</sup> she not.  
3. **A:** Is your mother a travel agent?  
**B:** No, she <sup>isn't</sup> no is.  
4. **A:** <sup>Are</sup> is you from Brazil?  
**B:** Yes, <sup>I am</sup> I'm.

## UNIT 6

- A** 1. in 3. at 5. on the  
2. in 4. between
- B** 1. on 4. next to  
2. between 5. on the corner of  
3. across from
- C** 1. **A:** Is your apartment <sup>on</sup> in the second floor?  
**B:** No, it's on the <sup>third</sup> three floor.  
2. **A:** <sup>Where's</sup> Where the bookstore?  
**B:** It's <sup>on</sup> First Avenue.  
**A:** Is it next <sup>to</sup> the museum?  
**B:** Yes, it is.

## UNIT 7

- A** 1. Were 3. were 5. wasn't  
2. weren't 4. Was 6. was
- B** 1. he wasn't. He was at the library.  
2. they weren't. They were sick.
- C** Kathy,  
Sorry I <sup>wasn't</sup> weren't at the basketball game on Tuesday afternoon. I <sup>was</sup> were sick at home. It <sup>was</sup> be really boring.  
<sup>Were</sup> Are you at the gym yesterday? <sup>Were</sup> Was Amanda and Josh there?

Mark

## UNIT 8

- A** **A:** Where were you last night?  
**B:** I was at the movies.  
**A:** How was the movie?  
**B:** It was funny.  
**A:** Who were you with?  
**B:** I was with Jane and Andrew.
- B** 1. Where 3. Who 5. When  
2. How 4. How long
- C** **A:** Hi. How <sup>was</sup> were your vacation?  
**B:** It <sup>was</sup> great.  
**A:** Where <sup>were</sup> was you?  
**B:** In London.  
**A:** In London? How <sup>was</sup> the weather ~~was~~?  
**B:** It was rainy.

## UNIT 9

- A** 1. don't open 3. Don't eat 5. Turn  
2. Read 4. Don't worry
- B** <sup>Don't</sup> Do not start Unit 9.  
<sup>10</sup> Don't start Unit 10.
- C** 1. Please ~~stop~~ stop at the corner.  
2. <sup>Don't</sup> You not make a U-turn.  
3. <sup>Turn</sup> Turns right, please.  
4. <sup>Please don't</sup> Don't please park here.  
5. Don't ~~turn~~ turn left.

## UNIT 10

- A** 1. likes ... doesn't like  
2. don't want ... wants ... want
- B** 1. live 2. likes ... like 3. has ... have

**C** 1. Look at this photo.

2. This is my cousin Juan. He <sup>doesn't</sup> don't look like me!  
3. Juan and his wife, Alicia, <sup>live</sup> lives in Spain.  
4. Alicia <sup>stays</sup> is stay at home with the children, and Juan <sup>works</sup> work in an office.  
5. They both <sup>speak</sup> speaks Spanish very well.

## UNIT 11

- A** 1. b 3. c  
2. a 4. d
- B** 1. **A:** Does Steve's radio work?  
**B:** No, it doesn't.  
2. **A:** Does the store have radios?  
**B:** Yes, it does.  
3. **A:** Do Tim and Jeremy work at Goodbuys?  
**B:** No, they don't.
- C** **A:** <sup>Do</sup> Does you want to go to the park today?  
**B:** Sorry. I need to get a gift for my sister. Do you <sup>have</sup> has any ideas?  
**A:** Sure. Does she <sup>like</sup> likes music? CDs are a good gift.  
**B:** No, she <sup>doesn't</sup> don't.  
**A:** Well, does she like books?  
**B:** Yes, she <sup>does</sup> is. Thanks. That's a great idea!

## UNIT 12

- A** 1. What time 3. Why  
2. Who or What 4. What
- B** 1. Where do your cousins live?  
2. When does your father start work?  
3. What does he do?  
4. How does he like his job?  
5. Why do you and your sister walk to school?  
6. What time does your cat wake up?
- C** **A:** I have a new job.  
**B:** Really? Where <sup>do you</sup> you do work?  
**A:** At GoodBuys.  
**B:** What <sup>do</sup> does you do?  
**A:** I'm an <sup>electronic</sup> technician.  
**B:** What <sup>does</sup> means <sup>mean</sup> electronic technician?  
**A:** An electronic technician fixes electronic devices.  
**B:** How <sup>do</sup> are you like the work?  
**A:** I like it a lot.

B: What time <sup>do</sup> you start?  
A: At 9:00 in the morning.

### UNIT 13

- A 1. e 3. b 5. d  
2. a 4. c
- B 1. is 3. has 5. are  
2. does ... have 4. Does ... have
- C A: Could you please meet my friend Maria at the bus stop?  
B: OK. What does she look like?  
A: <sup>She's</sup> ~~She~~ thin, and she <sup>has</sup> ~~have~~ brown hair and brown eyes.  
B: ~~Has~~ <sup>Is</sup> she tall or short?  
A: She <sup>is</sup> ~~has~~ average height.  
B: ~~Is~~ <sup>Does</sup> she have short hair?  
A: No, it's long.

### UNIT 14

- A 1. c 3. a  
2. d 4. b
- B 1. A: How often do you skip lunch?  
B: I sometimes skip lunch.  
2. A: What do you usually do on the weekends?  
B: I often go to the movies.  
3. A: Do you ever eat donuts for breakfast?  
B: No, I never do.
- C A: Do you always ~~do~~ eat healthy food?  
B: Oh, yes. I ~~am~~ usually eat a lot of fruit and vegetables.  
A: Do you <sup>ever have</sup> ~~have ever~~ fast food?  
B: Rarely—and only on the weekend.  
A: And I hear you <sup>always have</sup> ~~have always~~ breakfast.  
B: Yes, I <sup>never</sup> ~~skip~~ breakfast ~~never~~. Breakfast is very important!

### UNIT 15

- A 1. 'm talking 4. 's watching  
2. 'm not doing 5. aren't feeling  
3. isn't doing 6. 're playing
- B 1. Jessica and her family are living in Redmond.  
2. Jessica is standing between her parents.  
3. Jessica's mother and father are not working.  
4. Tim and Steve are watching a game on TV.

- C 1. ~~He not~~ <sup>He isn't OR He's not</sup> standing.  
2. ~~She~~ <sup>She's</sup> wearing glasses.  
3. It isn't ~~snow~~ <sup>snowing</sup> today.  
4. They're ~~listen~~ <sup>listening</sup> to a CD.  
5. ~~We not~~ <sup>We're not OR We aren't</sup> playing cards.

### UNIT 16

- A 1. e 3. d 5. a  
2. b 4. c
- B 1. A: Is Rob going to the movies?  
B: he isn't or he's not  
2. A: Are John and Eleanor celebrating an anniversary?  
B: they're not or they aren't
- C 1. A: Is <sup>it</sup> ~~snowing~~?  
B: Yes, <sup>it is</sup> ~~it's~~.  
2. A: Are you <sup>making</sup> ~~make~~ a mess?  
B: No, <sup>I'm</sup> ~~I~~ not.  
3. A: Are the children ~~do~~ doing their homework?  
B: No, <sup>they're not OR they aren't</sup> ~~they not~~. They're watching TV.

### UNIT 17

- A 1. c 3. b 5. a  
2. e 4. d
- B 1. What is Steve watching on TV?  
2. Why are you calling me now?  
3. How are you enjoying the class?  
4. Who is taking the bus to work?  
5. Where are you going with that book?
- C 1. A: <sup>Who's</sup> ~~Who~~ teaching the class?  
B: <sup>Mark's</sup> ~~Mark's~~.  
2. A: Why <sup>are you</sup> ~~you are~~ smiling?  
B: I'm <sup>watching</sup> ~~watch~~ a funny movie.  
3. A: What is your sister <sup>wearing</sup> ~~wear~~?  
B: A blue sweatshirt and jeans.

### UNIT 18

- A 1. this 3. those 5. That's  
2. that 4. these
- B 1. Mark's 3. Smiths' ... Mr. Bryant's  
2. children's
- C 1. A: Is that a new dress?  
B: No, it's my <sup>sister's</sup> ~~sisters~~ dress.

2. A: Do you like <sup>these</sup> ~~this~~ glasses on me?  
B: Yes, I really like <sup>those</sup> ~~that~~ glasses. They make you look smart.  
3. A: Why are you wearing your <sup>mom's</sup> ~~mom~~ slacks?  
B: Because my jeans don't fit. <sup>That's</sup> ~~That~~ why.  
4. A: Where are my keys?  
B: They're on <sup>that</sup> ~~this~~ counter over there.

### UNIT 19

- A 1. chips 3. pizza 5. milk  
2. cereal 4. water
- B 1. an 3. a 5. cup of  
2. any 4. Ø
- C 1. I always drink two <sup>cups</sup> ~~cup~~ of coffee for breakfast.  
2. Usually I have ~~an~~ eggs and <sup>a</sup> slice of toast.  
3. Sometimes I have fruit, like ~~a~~ bananas.  
4. I also like <sup>some</sup> ~~any~~ milk and cereal.

### UNIT 20

- A 1. d 3. a  
2. c 4. b
- B 1. A: one  
B: one  
2. A: an umbrella in general  
B: a specific umbrella  
3. A: one library  
B: a book in general
- C 1. Bozo's suit is a very bright <sup>one</sup> ~~ones~~.  
2. Each shoe is <sup>a</sup> ~~the~~ different color.  
3. He's wearing <sup>an</sup> a orange shoe and <sup>a</sup> ~~an~~ yellow one.  
4. He's wearing <sup>a</sup> ~~the~~ funny hat too.  
5. He looks like a clown!

### UNIT 21

- A 1. can't 3. can't  
2. Can 4. Can
- B 1. A: Can ... explain B: can't read  
A: can help  
2. B: can't watch A: can ... do  
B: can go
- C A: Pietro can't <sup>speak</sup> ~~speaks~~ Chinese. He can't ~~do~~ speak Italian.  
B: Can he <sup>speak</sup> ~~speaking~~ Spanish?  
A: No, he <sup>can't</sup> ~~not can~~, but I <sup>can</sup> ~~can't~~.

### UNIT 22

- A 1. checked in ... didn't check out  
2. studied ... didn't watch TV  
3. started ... didn't finish
- B 1. graduated 3. didn't work 5. ended up  
2. started 4. failed
- C 1. We didn't <sup>stay</sup> ~~stayed~~ with our friends.  
2. The guests <sup>called</sup> ~~are~~ arrived at the hotel.  
3. I <sup>can</sup> ~~call~~ you this morning.  
4. She <sup>enjoyed</sup> ~~was enjoy~~ her trip.

### UNIT 23

- A 1. went 3. ate 5. drank  
2. made 4. saw 6. fell
- B 1. Did ... play 3. Did ... snow  
2. Did ... stay up 4. Did ... take
- C 1. A: <sup>Did you move</sup> ~~You moved~~ to this city in 2009?  
B: No, I <sup>didn't</sup> ~~don't~~. I moved here in 2010.  
2. A: Did Katharine <sup>take</sup> ~~took~~ her keys?  
B: No, she didn't.  
3. A: <sup>Did</sup> ~~Do~~ your parents go out of town?  
B: Yes, they <sup>did</sup> ~~are~~ went on vacation.

### UNIT 24

- A 1. c 3. e 5. b  
2. d 4. a
- B 1. When did the accident happen?  
2. How did the accident happen?  
3. Why did Rob drive to the supermarket?  
4. Who did Rob drive there with?  
5. Where did Rob take the car?
- C A: Where did the accident <sup>happen</sup> ~~happened~~?  
B: It <sup>did happen</sup> ~~did~~ in front of the library.  
A: When <sup>did it</sup> ~~it was~~ occur?  
B: It occurred at 10:00 this morning.  
A: How <sup>did it happen</sup> ~~it happened~~?  
B: A car hit another car.  
A: How long did it <sup>take</sup> ~~takes~~ the police to come?  
B: It took 20 minutes.

### UNIT 25

- A 1. A. him                      B. He  
 2. A. they                      B. them . . . We
- B 1. her    3. them    5. them  
 2. him    4. her
- C Dear Doris and Jim,

Thank you for inviting <sup>us</sup> ~~we~~ to the party on June 10. <sup>We</sup> ~~Us~~ will bring some cookies for dessert. <sup>They</sup> ~~It~~ are really good, and we hope you like <sup>them</sup> ~~they~~. I don't have your address. Could you please email <sup>it</sup> ~~its~~ to us? See you on Saturday!  
 Sarah and Stan

### UNIT 26

- A 1. many                      3. much                      5. much  
 2. many                      4. many
- B 1. A lot                      3. a little                      5. Not much  
 2. Not many                      4. A lot
- C 1. A: How much time do you spend on the phone each week?  
 B: Not <sup>much</sup> ~~many~~ time. Only a couple of hours.
2. A: How many movies do you see each year?  
 B: Not <sup>many</sup> ~~much~~. Only two or three.
3. A: How <sup>many</sup> ~~much~~ email messages do you send each day?  
 B: Each day? Only one or two. But I send a <sup>lot</sup> ~~little~~ of text messages—maybe 20 or 30.
4. A: How much time do you spend surfing the Internet?  
 B: I spend <sup>a lot of</sup> ~~many~~ time. Maybe six hours a day!

### UNIT 27

- A 1. Is there                      3. are there                      5. there are  
 2. there is                      4. there's
- B 1. there                      3. They                      5. There  
 2. there                      4. they
- C A: What is the West Edmonton Mall?  
 B: <sup>It's</sup> ~~There's~~ a gigantic shopping center in Edmonton, Canada.
- A: What is <sup>there</sup> ~~they~~ to see in the mall?  
 B: Well, <sup>it</sup> ~~there~~ is probably the biggest mall in North America. <sup>It</sup> ~~There~~ has 800 stores, and <sup>there</sup> ~~it~~ is even a skating rink.

### UNIT 28

- A 1. personal                      3. artistic                      5. honest  
 2. spy                      4. fun-loving
- B 1. new running shoes  
 2. big chicken sandwiches  
 3. an expensive wool suit  
 4. a popular pizza restaurant  
 5. a brick apartment building
- C I'm <sup>a</sup> ~~an~~ smart, lively 35-year-old woman. I like to cook, and I enjoy <sup>long</sup> ~~longs~~ walks on the beach. I'm not a <sup>great</sup> ~~tennis~~ tennis player, but I love to play tennis! I'm looking for <sup>a</sup> ~~a~~ educated, <sup>sensitive</sup> ~~man~~ sensitive man. Do you have similar interests? Let's get together!

### UNIT 29

- A 1. faster                      3. healthier                      5. worse  
 2. more expensive                      4. better
- B 1. A: Is Miami hotter than Los Angeles?  
 B: I think Miami is hotter.
2. A: Are amusement parks more interesting than museums?  
 B: I think amusement parks are more interesting.
3. A: Are you older than your sister?  
 B: Yes, but she's taller.
- C I met two interesting men through the personal ads—Ken and John. Ken is smarter and <sup>funnier</sup> ~~funny~~ than John. But John is <sup>more</sup> ~~more~~ richer and more handsome. Ken is <sup>nicer</sup> ~~more~~ nice, so I think Ken is <sup>better</sup> ~~good~~.

### UNIT 30

- A 1. in                      3. at                      5. on  
 2. on                      4. in
- B 1. A: What do your children do in the afternoon?  
 B: They often watch TV in the afternoon.
2. A: What time is breakfast?  
 B: Breakfast is usually at 8:00.
3. A: Where do you go on holidays?  
 B: We usually go to the beach on holidays.
- C On weekdays, my life is a little boring. I usually leave the house at 6:00 <sup>in</sup> ~~at~~ the morning. I start work at 8:00, and I go home at 6:00 P.M. <sup>At</sup> ~~On~~ dinnertime, I surf the Internet. Then I make phone calls <sup>in</sup> ~~at~~ the evening. I go to bed at 11:00 at ~~the~~ night.

### UNIT 31

- A 1. 'm not going to study                      4. 're not going to drive  
 2. are going to win                      5. 're going to love  
 3. 's going to snow
- B 1. They are going to win.  
 2. We are going to be late.  
 3. It is not going to rain.  
 4. The game is going to start soon.  
 5. We are going to get there on time.
- C Dear Amanda,
- Thanks for your note! I am going <sup>to</sup> ~~be~~ in town Sunday evening. I'd love to come to <sup>to</sup> ~~your~~ party, but some friends and I are going <sup>to</sup> ~~go~~ out for dinner. Their <sup>is</sup> ~~son~~ going to graduate, and <sup>it</sup> ~~is~~ it probably going to be a long evening. I <sup>am not</sup> ~~not am~~ going to get to your house by 5:00. Can I come over at around 9:00? Or is that too late?  
 Kathy

### UNIT 32

- A 1. b                      3. e                      5. c  
 2. d                      4. a
- B 1. is . . . going to be                      3. are . . . going to get  
 2. is . . . going to start                      4. are . . . going to go
- C 1. Hi Karen. This is Pietro. I'm not <sup>going to</sup> ~~to going~~ be in the office until 12:00. Bruce and I <sup>are</sup> ~~am~~ going to review the news program.
2. Hi, Debbie. This is Amy. Are you going <sup>to</sup> ~~be~~ in Boston tomorrow? Please call me.
3. This message is for Bill. This is Mark. When <sup>is the conference</sup> ~~the conference~~ is going to start?
4. Hi, Katie. This is Pam. My calendar isn't <sup>Are</sup> ~~is~~ John and Oliva going to have a meeting in the conference room or the library? Let me know.
5. Hi, Linda. This is Paula. What time the <sup>is</sup> ~~meeting~~ going to be? Please email me.

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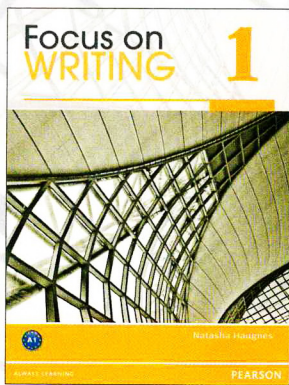
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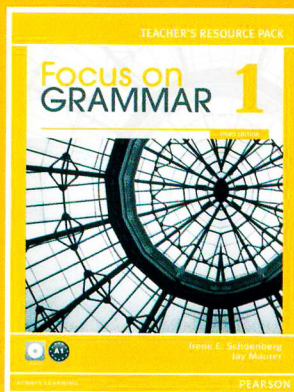
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